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ABSTRACT

The following papers, panel discussion, summaries, and comments are included in this conference proceedings document: "Education: The Essential Partnership" (Ramsey); "Australia's Involvement in Education in the Pacific: Partnership or Patronage?" (Baba); "Report by the Rapporteur to the Final Plenary Session" (Kimberley); "Adult Environmental Learning" (Chambers); "Londua Training School" (Vuti); "Idealism amongst New Secondary Teachers in Papua New Guinea" (Palmer); "Pacific Island Peoples" (Pamatatau); "The Treaty of Waitangi as a Basis for Maori/Non-Maori Partnerships in Education" (MacKenzie); "New Zealand Students Share in Life of Pacific Island Communities" (Latham); "The West Heidenlberg Early Literacy Project" (Sloane, Toomey); "Training Student Teachers to Work with Parents and the Community" (Muller, Middleton); "Community Involvement in Schooling: Meeting the Technological Challenge" (Moon); "New Technology in Education" (O'Malley, Hackwood); "Assault on Salt through Community Action" (Wells); "Entrepreneurial Activity in Higher Education" (Jeans, Hart, Forth); "Partnerships between Higher Education and Continuing Professional Education" (Brennan); "A Revolution in the Faculty: Industry University Initiatives" (McDonald); "Ageing and Growing Old: An Exploration of Children's Attitudes" (Battersby); "Education and Ageing: Recommendations from a New Zealand Inquiry" (Battersby); "The University of the Third Age: Playpen for the Oldies or New Community Force?" (Claydon); "Universities of the Third Age: An Exercise in Partnership" (Picton); "The Uxbridge Experience" (Bonnell); "A Second Bite of the Apple" (Wilkinson, Kaplan); "Creative Learning" (Brearley); "Philosophical Implications in Program Costing for Community Centres" (Evans); "Improving Participation Rates of Disadvantaged Young People in Education" (Sheen); "How to Succeed in Health Education" (Collins); "Victorian School of Languages and Ethnic Communities 1935-1988" (Abuiso, Kleinhenz); and "Doing It with Teachers and National Mutual" (Guest). Summaries of discussion groups, special interest groups, and the plenary session are included. (KC)

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Partnerships in Education

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PARTNERSHIPS IN EDUCATION

Tony Townsend and Jennie Cowdell (Editors)

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PARTNERSHIPS IN EDUCATION

A Collection of papers presented at
The First ICEA Conference
Dallas Brooks Hall
Melbourne
September 26 - 29, 1988.

Edited by:
Tony Townsend &
Jennie Cowdell
South Pacific
Centre for School
and Community
Development.

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INTRODUCTION

In July 1987, in Nairobi, Kenya the Australasian Region of the International Community Education Association was formally constituted.

It was decided that one way of bringing people from the various countries of the Region together was to hold a Regional Conference.

The Australian Association for Community Education and the New Zealand Association for Community and Continuing Education agreed to act as co-hosts and the process was set in motion.

Melbourne, the city in which the Regional Office was situated was determined to be the venue and the Dallas Brooks Hall was chosen because of its central location and excellent facilities.

As there was a great deal of emphasis being placed by many groups in the community on working together to resolve the needs of these groups, the theme for the conference became "Partnerships In Education". It was felt that this theme enabled everybody within the education sphere, and many who weren't, to become involved in the program.

A range of keyspeakers from many educational backgrounds together with speakers from the Government, business and the South Pacific were approached with the view of providing a comprehensive overview of what the possibilities were and what was happening already.

Many people contacted the organisers when they called for papers and most of these people did in fact present their papers at the conference.

This book, because of its breadth of interest and number of contributions becomes the best record of the proceedings of the Conference.

More than one hundred and sixty delegates from all states of Australia and from New Zealand, Papua New Guinea, Solomon Islands, Cook Islands, Vanuatu, Fiji, Palau, Western Samoa and Zambia gathered together in Melbourne for the First ICEA (Australasia) Regional Conference.

After being welcomed by the Regional Director, Tony Townsend, and being opened by Dr Greg Ramsey, Chairman of the Higher Education Council of the newly established Federal Board of Employment, Education and Training, the Opening Keynote Address was delivered by Bill Cirone, Superintendant of County Schools in Santa Barbara, California.

Further keynote addresses from people in schools, adult education, business, unions and non-profit organisations were interspersed with discussion groups, special interest groups and papers which generated much discussion, interest and comradeship as the Conference continued.

Other Key speakers were Tupeni Baba - USP Fiji, Ian Lowe - Commission for the Future, Ralph Ward-Ambler - Victorian Education Foundation, Shirley Allen - Australian Council of State School Organisations, Ian Bennett - Life Be in it, Laurie Carmichael - Australian Council of Trade Unions, Barry Watchorn - Australian Chamber of Manufactures, Tony Delves - Council of Adult Education, John Lake - Bond University, Dorothy Reading - Anti Cancer Council, Tomas Seta - National Liaision Committee of Overseas Students.

The major purpose of the Conference was to bring people from the South Pacific together to discuss common issues and in particular to form the Regional Council of ICEA. With twenty five delegates from South Pacific Countries and twenty-one new individual members of ICEA, the activity can be considered a success.

The Conference was made possible because of the financial support of the C.S.Mott Foundation of America and the ICEA Headquarters in London, both of whom generously contributed to the cost of bringing South Pacific delegates to the Conference. The Conference was organised by the South Pacific Centre for School and Community Development which is based on the Frankston Campus of Chisholm Institute of Technology.

Dr Vaughan, Director, Chisholm Institute of Technology.

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Education: The Essential Partnership.

Dr Gregor Ramsey,
Chairma. , Higher Education Committee,
National Board of Employment, Education and Training.

Education is a partnership. It involves children, parents, governments - both Commonwealth and State, and employers - both in the private and public sectors.

The community gains from a strong education system. That appropriate partnerships operate in the system is vital. Historically it has been assumed that governments are the major partner. For example, to this point almost all of Higher Education has been funded by the Commonwealth Government. The relative contribution expected of the members of the partnership has been wrong: the partnership has been out of balance. Responsibility for educational provision now needs to be more appropriately distributed amongst its participants and beneficiaries including Commonwealth and State Governments, public and private employers, and the clients themselves.

Historically also, the community has turned to our traditional educational institutions when they wished to gain new knowledge. Our universities particularly were seen as the major repositories for knowledge and the place where new knowledge was most likely to be gained. With the dramatic changes in technology and the broadened role of the employment sector, this has changed. Knowledge is now available in many places and people turn to a variety of sources for new knowledge. For example, increasingly courses are being taught in the workplace, and credit should be given for knowledge wherever gained. Self-instructional packages are also gaining wider use.

Education is now seen as a lifelong process leading people to more effective living, learning and earning using the full range of knowledge sources available. Recurrent education can only flourish with appropriate and effective partnerships in the education process.

COMMUNITY EDUCATION PARTNERSHIPS : THE WHAT, WHY, AND HOW'S

Keynote speech by William J. Cirone,
Santa Barbara County Superintendent of Schools.
September 1988, Australia.

It is very exciting for me to be here with all of you today, sharing in the partnership that this conference represents. Here we are, banding together, sharing ideas and expertise, joining forces, and focusing on what we can do together to make things better in our educational communties.

In effect, we are practising the very partnership idea we are here to discuss. Very clever.

Partnerships represent such a simple concept. And like many of the great truths of our time, there is elegance in their simplicity.

What is most amazing about partnership, and the whole community education process, is that it has taken so very long to become widely recognised. The benefits seem so obvious that it is a real wonder we haven't been operating this way all along.

My goal today is to broaden your perspective about the potential power of educational partnerships. Whatever your particular field of expertise - elementary education, adult education, university based education, business or community organisation - you probably see that as the main staple of whatever partnerships are formed.

I hope that by the end of this conference you will see partnerships - and by extension, community education - in a larger context, as a tool that can be used to address the many problems you face in your particular job and we all face as members of modern society.

Let us begin, then, by answering the "what" and "why" of partnerships. Just what is community education or educational partnerships?

We all know intuitively what we mean: involving all members of society in the process of education - business leaders, community members, parents, young people, senior citizens.

We cannot isolate education from any other function. It is the first step - and the continuing cadence - to all else that we do.

For me, partnerships centre around a process that promotes and facilitates citizen participation in solving local problems.

In our schools we tend to isolate subject matter and teach it as though it exists in a vacuum - history, science, maths, language. We have to do this, to some extent. for logistical reasons.

But we all know that in our lives, subject areas overlap. The journalist must use maths to write about budgets; the artist must use chemistry in working on paintings; scientists must use language to explain their findings to the rest of us. We all know this. But we then proceed to set up our professions using similarly artificial compartmentalisation.

We say, "Here, you folks do the educating. And you folks do the entertainng. And you folks do the healing. And we'll take care of ...oh, haircuts.

The reality, of course, is that every person a child comes into contact with is, in a sense, a teacher, because a child is learning all the time. Teachers can be healers and entertainers and even, I suppose, in a pinch, do haircuts, too.

Once the community acknowledges that we are all in this together - and that regardless of whether we have children in shool or simply have neighbour's children in school, they are OUR schools and we all have a vested interest in their success - then we are on the right track.
After all communities are always evolving and children have a way of growing into adults. It happens all the time. And we all bear the consequences of their knowledge and understanding.

I must confess that community education is a part of my roots. And partnerships are part of the central thread and core values that run through the operating style of all that we do in community education.

What is most important to me are the VALUES we share when we embark on these partnerships. In fact, I have always believed that through partnerships, the community education process can be used to address virtually any community education problem, no matter how large or small.

If I were to summarize the important underlying point of "why" have a partnership, I can say it simply: people cannot be told how to be responsible, knowledgable, or caring citizens. They must be involved in the process.

That is the simple concept that makes partnerships sound and valuable: people want to be involved.

Estus Smith, a former vice president at Jackson State University in Mississippi and a member of his Governor's task force wrote in the Kettering Review:
" The way to do the public's business is to get the public involved. Public schools serve their communities or they don't serve usefully at all."

Let's talk now about how partnerships work. I believe the clearest approach is to use illustrations. I'll start by using three specific examples of how the partnerships process can tackle areas that are crucial to the stablity of our society. Then I'd like to give you a model for firing up these partnerships.

I've chosen, for purposes of illustration, first - the probelms we face with high risk youngsters, second - the issue of civic literacy, which is the need to teach our young people how to better participate in our democratic societies, and finally - the need to recruit and retain the best and the brighest into the teaching profession.

These are among the most critical issues we face in education in my country. I will discuss each of these issues and then show you how partnerships can be used as an effective tool in addressing the problems.

Let me start now with some concrete examples, the first being the high risk students. We all have them. And they pose important domestic threats to both our countries because high risk students tend to form the base for teenage pregnancies, drug and alcohol abuse, dropout rates, youth violence in our cities, low voter turnouts among our youth.

These are just a few examples of society's failure for early identification and intervention of children who are "at risk".

What is the profile of an at risk student?

From an educational perspective, I believe that children are educationally "at risk" if they cannot take advantage of available educational opportunities or if the educational resources open to them are inherently unequal.

The largest number of children who come to school "at risk" in the United States are from a deprived environment that slows their intellectual and social growth.

Although education has traditionally provided an escape for some children from poor families, the data show that poverty does correlate closely with school failure, especially where the family is headed by a single parent.

Poor students are three times more likely to become dropouts than students from more economically advantaged homes. And the cycle tends to repeat itself: children from poor and single-parent households are more likely than others to become teenage parents themselves, helping to create another poor, single-parent household.

But we can rescue most of the children at risk of educational failure. To do this we must improve the schooling offered and reach out to these children and their families in the earliest years. And how do we do this? This is where community partnerships come into the picture.

The prestigious non-partisan Committee for Economic Development, whose trustees are mostly chief executives and board chairmen and women from my nation's leading corporations and universities, has formed a partnership with educators, and is working toward a long-term solution for at-risk students.

The Committee for Economic Development involvement is an excellent example of the partnership process at work. CED established this issue as a priority and then spent millions of dollars studying the issue and disseminating funding for research. It published two major reports, "Investing In Our Children", and "Children in Need," which detail the problem and propose long term solutions.

Now the group is lobbying for national and state legislation and working with policy makers to try to incorporate its recommendations. They are working, in partnership with educators, towards long-term solutions.

In Santa Barbara where I am the County Superintendent of Schools, we acknowledge that the real solution is a long term one that will require an infusion of major resources and a restructuring of our system. We applaud and support the efforts of the CED, and those like the California Roundtable partnership, which includes the chief executive officers of 90 major corporations in my state.

The Roundtable was an influencial supporter of a major state educational reform bill. It also recently published a new report, "Restructuring California Education," in which it makes bold recommendations for a total remake of the educational structure.

It's clear that these long term, global apporoaches have the potential to yield the most lasting results. And they will only be achieved through a partnership.

But we in Santa Barbara also recognise that we have to do all we can within the existing structure to maximise our resources so that we can cope for the short term. We need to address the teacher's question, "What do I do Monday morning?"

What I am proposing is that you can also use the partnership process for developing short-term, stop-gap measures that will support long-term solutions. Toward this end, and using educational partnerships, we are continually convening groups, establishing forums and participating in coalitions.

I meet regularly with a Summit group composed of the superintendents of schools of the major districts in my county, the presidents of a local private college and a local community college, and the Chancellor of the University of California at Santa Barbara.

Together, we represent educational levels from kindergarten through college graduation and we approach our problems in terms of a unified effort, sharing resources and expertise.

In Santa Barbara County we can also point with pride to our adult education programs, our recreation programs, and our adopt-a-school programs with area businesses.

With all these groups and projects we use the same message, loud and clear: that our problems are OUR responsibility. In partnerships, we can make a difference.

We don't point the finger of blame; we work together to solve the problems. We use the language of shared values and responsibilities.

And this method works. So far, we have developed several programs, by using this partnership process, that have made some real differences. We have school-age parenting programs for pregnant minors, involving community-based agencies, school districts and churches.

We have alternative community schools, with involvement from the probation and welfare departments and from non profit organisations.

We have numerous drug prevention and intervention programs that reach youngsters from the early elementary school grades through high school, and also involve effective parenting and self esteem components.

We have counselling centres, Youth Employment Projects, teacher training and effective school models, self esteem projects for teachers and youth alike.

These partnership programs offer short-term solutions, reaching thousands of kids while we work in the other partnerships on long-term solutions.

But they do something else, equally important. By involving partnerships, they widen the circle of those knowledgable, involved, and concerned about high risk - and those willing to work on the long term solutions.

Let me move now to the second illustration, civic literacy.

I define civic literacy as the knowledge, skills and values necessary to participate productively in a democratic society. I have long believed that the primary mission of our schools is to prepare young people for this participation.

All institutions of Government are affected by citizen apathy, public distrust of institutions, and the success of narrow interest groups. But educational institutions, with their mandate to teach civic literacy, must pay particular attention to any obstacles.

I also believe that the knowledge of civics, government and history becomes most meaningful when it is taught in a context which gives young people an opportunity to experience what they have learned. And this is where educational partnerships enter the picture.

My office recently forged a partnership that provided every high school student in our area with the opportunity to vote in the United States "Super Tuesday" primary election. We used actual county voting equipment and simulated regular election procedures.

More than 12,000 students selected presidential candidates during our primary election and decided five ballot measures chosen by their peers, on such subjects as AIDS education, military spending, and mercy killing.

This "dress rehearsal for voting" , as it was described in local news accounts, was made possible through a partnership that included our

County Clerk-Recorder, who is responsible for the election process; the League of Women Voters, which is a national civic organisation; our local high schools; the student governments, and the vendors of the actual voting machines.

Polling places at nine public high schools were manned by students trained as precinct workers. Real voting materials were donated by companies that supply our county elections office. Members of the League of Women Voters were on hand to register students old enough to cast real votes.

One newspaper headlined its editorial on this subject: "Head for the Polls. Student vote on Super Tuesday a super idea." Another headline said,"Everyone won during County mock election."

This is just one very small example of how a small-scale educational partnership can help us achieve much larger goals.

Let me give another example. I strongly believe that community service is an excellent vehicle to develop civic literacy in our youth.

In one of the school districts in my county, the superintendent recently proposed a program that would require all students, elementary and junior high and high school, to undertake 60 hours of community service in order to graduate.

This corresponds exactly with the recommendations of Ernest Boyer, the former US Commissioner of Education and the current President of the Carnegie Foundation for the Advancement of Teaching.

He urged that our high schools develop a unit on volunteer service to, in Boyer's words, "provide students with an opportunity to reach beyond themselves and feel more responsibly engaged".

He said such a program would - quote - "help break the isolation of the adolescent, bring young people into contact with the elderly, the sick, the poor, and the homeless, as well as acquaint them with neighbourhood and government issues".

Exactly. It requires a partnership of efforts between the schools and community organisations - but just think what benefits are reaped for the students and the community!

Let's move to the third illustration: recruitment and retention of quality teachers.

All of us in the ducational community share the concern about the quality of teaching and about the prospect of teacher shortages.

At times, the problems seem so large that we shake our heads and conclude the issue has to be tackled at a national or state level.

We took a different approach to the issues of retention and recruitment of quality teachers in Santa Barbara County, again using the partnership process to make something happen.

First we held a series of meetings with teachers to get their views. They told us, in essence, that they feel isolated, even at tinmes, from their own colleagues, and they get little recognition for their accomplishments.

Next, we convened a series of meetings with business leaders to discuss the problems of recruitment, retention, and - as the teachers pointed out, the two greatest occupational hazards in the teaching profession - lack of recognition and isolation.

I told the business leaders that I visit schools up and down our county, and that I know that there are many excellent teachers already in our system who go quietly about their duties, performing daily acts of heroism. They are our unsung heros.

I then reminded the business leaders that in the business community, one of the keys to their success is their ability to identify and recognise outstanding employees. This is something we have not been able to do well in education.

Teachers who attended these meetings then talked briefly about their love of teaching, their feelings of isolation, and the exciting things that they were doing in their classroom despite that isolation. The depth of caring and sincerity shone through. The teachers turned cynics into advocates.

I then suggested to the business leaders that we could do something locally and have an IMPACT if we joined together to recognize those teachers who are the unsung heros, and to provide these fine teachers with ways of sharing their good ideas with their colleagues. We didn't need to wait for a federal or state solution.

Out of that process we developed an IMPACT project in which over 100 local companies joined us in funding mini-grants - hard cash - for outstanding teachers who use innovative techniques or programs in their classrooms.

Mini grants were also eventually extended to adapters - colleagues who put the good ideas to work in their classrooms as well.

The awards are made at wonderful dinners at some of the nicer places in our county - sometimes even by candlelight at a museum, for example.

The dinners are held three times a year and the corporate sponsors attend personally to present the cheque to the award winners. Political leaders also attend, often to present state and local certificates of recognition to teachers.

In addition, the local media cover these events in a major way.

The net effects are events with 200 to 300 participants, which provide a quality community recognition program in step with corporate models.

Out of this partnership we have devised a way of sincerely, publicly, and warmly saying "thankyou" to some of our fine teachers.

It has become common to have teachers with 20 years of experience, with tears in their eyes, say this is the first time they've been thanked - or they didn't think anyone cared - or how this recognition rekindles the fire inside.

But more than just saying "thank you", we publish their good ideas in a catalogue that goes to every teacher in the county. Then, also through the impact partnership, we make the small adapter grants available to any teacher in the county who adapts these ideas for his or her classroom.

Thus, we have set up a system of peer training which cuts across district lines. It also enables the excellent teachers within the county's 23 school districts to network and form a partnership of their own.

Fired up by our success, we decided to extend the concept and use this system to help with recruitment of teachers as well. So we used the teachers in the impact program to share their enthusiasm and love for teaching with our high school and college students.

This gave birth to a Tomorrow's Teachers Program which is currently completing its second successful year.

Best of all, the program works. More than 60% of the student participants who responded to our follow up survey indicated they will seriously consider teaching as a profession.

The important point to remember in all these examples is that we at the local level are not powerless. By using partnerships we can address major state and national issues and have an impact locally. Partnerships help us make a difference.

As David Mathews, president of the Kettering Foundation, wrote, "sucess in improving education is home-grown...communities fix schools."

He said this notion of communities fixing schools is, quote, "both an educational AND a political idea - and a powerful one. It understands the interdependence of schools and communities."

Now: How do you start up these partnerships? There are as many ways as there are groups to call upon. David Mathews again sheds some light on the issue: I quote:
"In one city I saw the leadership coming from a banker, in another a superintendent, in another a civic leader."

"What seems crucial are the coalitions that are created by these initiatives. The best coalitions are not just business-education or university-education or labour-education coalitions; EVERYONE is involved."

"New community coalitions, often called citizen alliances, are springing up across the country", he continued.

"They are the vehicles for the people's crusades in education. Usually the alliances are independent of the local or state government, although some of the best have been created by governors...If alliances have any one guiding principle it has been that 'communities fix schools'". End quote.

Let me give you one example of how we fired up a partnership in Santa Barbara.

We developed a project a few years ago called "Responding to the Challenge. Public Education in America's Future".

It was designed to promote broad citizen dialogue and participation in educational policy issues.

This is extremely important in light of the many communities where large percentages of the population do not have school-age children.

Santa Barbara County fits that description, since 78 percent of the adult population do not have school-age children.

We invited every existing organisation and club in Santa Barbara County to make the discussion of educational issues their number one program priority during that year.

Leaders from all walks of life, age groups, and interests were brought together and asked to discuss education within the organisations they represented.

They were asked to have their groups develop a capsule answer to one important question: "If you could send a message to education decision makers, what would it be?"

The results were heartening. Throughout the county, clubs, service organisations, and discussion groups accepted our challenge and there was a bubbling up of interest in education. We merely facilitated and co-ordinated the process that supported the dialogue.

At the end of the year, all the messages were compiled and presented at a town meeting on education. The upshot was a renewed sense of the importance of education and the need to be involved in making critical decisions. The ideas and frustrations were passed along to decision makers at local, state and national levels.

The project has continued with a growing group of participants and greater involvement from the business community. It became a perfect illustration of how the PROCESS of community partnerships led to PROGRAMS for solution.

My goal today, as I said when I began, was to place educational partnerships in a larger context for you, explaining that the process, in and of itself, can lead to some surprising and rewarding outcomes.

I also used the illustrations of at-risk students, civic literacy, and teacher recruitment and retention to show how my county has been using partnerships to make inroads into major problems facing our society.

Partnerships appeal to the community's higher instincts in addressing the issues of the day. As community educators we carry the message that shared values and responsibilities are the lubricant for local action. Remember: success in improving education is home-grown.

My fervent hope is that out of this particular partnership - you and me and all of us addressing common problems and discussing real options for action - we can take local steps in an international context to move forward in our important mission.

In a society where participation is intrinsic to the system, we need to ask ourselves what kinds of nations we would become, and what kinds of government we would have, if people no longer participated. Then we must do all we can to provide the incentives, the support and the leadership to make sure we never find out.

Dr Greg Ramsey and Mr Bill Cirone opening speakers at the Conference.

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THE PARENT-TEACHER PARTNERSHIP IN PUBLIC SCHOOLING

Shirley Allen

I will address the nature of the partnership between parents and teachers in schools as central to the relationship between schools and their communities which, if a good one, will result in more effective learning for students in public schools. I think it is helpful to put our idea of the partnership forward in the context of what has changed in school community relationships and some generally accepted views of the purposes of schooling over the last two decades. Parent organisations have of course been part of those changes and so the ideas and the policies put forward by them have been developed within that context.

During the 1970s schools, particularly primary schools, gradually became more open to their communities and began to involve parent and others in a wider range of activities than that of the more traditional fund-raiser and canteen worker that were familiar to my mother when I was at school in the 1950s. Experience showed that parents helping in classrooms and with their own children at home improved learning especially of young children in the basic skills of reading and writing. At the same time there was a strong movement from parents to become more involved in the management and policy development of schools as these responsibilities devolved more upon the school and were less often prescribed by a central authority.. Parents argued they had a right, as the first educators of their children and as the people with the primary responsibility for their welfare, to be involved in decisions which affected them at school. This claim has grown along with the belief that schooling plays an increasingly vital role in shaping children's futures. It has also been increasingly expected that all young people will benefit from a full twelve years of schooling, a dramatic and significant change in the role of public schooling. The idea of parents and teachers, or community and school, sharing the responsibility for education, has developed as part of the broadening of the school's role as a social institution.

Alongside the change in the role of the school the cultural composition of many schools has also changed, making teaching more difficult while expectations are higher. While teachers would always have believed that teaching children from poor communities or teaching Aborigines was difficult, now they also have to teach in schools with large numbers of children who speak little or no English on arrival and have to address the problem of girls who have been failing or not participating in some significant areas of learning.
The question of why these groups have particular difficulties at school is a complex one; it used not to seem so, when people comfortably assumed that Aborigines and poor people were less intelligent than others, when gender differences were believed to be responsible for girls' preferences and performance and that the outcomes being achieved were those to be expected. The matter of language, though simpler in its conception as a problem is complex in its solution because cultural differences are an integral part of language differences.

During the second half of the 1970s and the 1980s, the development of the relationship between school and community has been variable across the country dependent largely upon the nature and will of each school community, although in some states and territories there is structural support for shared decision-making legislated in the form of school councils or boards and at state level of boards or advisory committees. We now have schools where parents and teachers meet together to decide school policies and develop curricula and we have schools where parents are rarely seen as well as every possible variable in between. As well as legislated structures supporting a closer partnership between parents and teachers (and some argue that this is not the ideal way for a good relationship to be developed because it is imposed on the school), there are two major Commonwealth-initiated Programs, the Country Areas Program and the Disadvantaged Schools Program, which require co-operation between parents, teachers and other community members to develop school or community programs to improve learning outcomes for students.

The question of children's success in school needs to be considered from both an individual and a group perspective - individuals' capabilities, experiences and interests are different and individual parents can greatly assist teachers in understanding how to best teach their individual children. The parent-teacher relationship on an individual basis depends for its success on mutual respect and trust. It also needs time, and many need the support of some training in interpersonal relationships. It also needs parent understanding of what the school and teachers are doing and how they are going about it. This will also need time and inservice education for parents. From this kind of partnership, parents can become invaluable classroom helpers and can learn to assist their children in an appropriate way at home. But more important to us in parent organisations, because our over-riding concern is for the success of all children through schooling, is how parents can work together with teachers to improve learning for all children and particularly for those groups of children who have continued to fail in or drop out from the public education system and for children whose parents for whatever reason have been unable or unwilling to participate in their child's education. These groups, broadly, are Aborigines and children from low socio-economic backgrounds; from these groups, girls, those whose first language is not English and children isolated from education services, are especially disadvantaged. These groups are underrepresented in tertiary education and tend to perform less well in whatever assessments are used in schools, including formal, traditional examinations.

There has been a lot of discussion over the years within parent organisations and between parents and others involved in schools about desirable school-community relationships and parent organisations, including A.C.S.S.O., have developed comprehensive policies.
While we recognise that every improvement in the relationship between the school and the community it serves is advantageous to the students in the school and that all contributions that

parents make to the school are likely to be positive, be they financial contributions, assistance to teachers with excursions, camps or classroom activities, the value of the parent-teacher partnership goes beyond parents as helpers to the teachers who are the professionals.

Parents in fact can work together with teachers, contributing their own knowledge to complement the knowledge and professional expertise of the teachers and so creating a partnership of equals. Parents special knowledge is that of their community and their culture which may be very different in expectations and ways of learning from that of the teachers in the school who frequently come from another community and may also be different from the curriculum currently followed by the school. It is where the greatest disjunction occurs between the students own cultural background and what the teachers expect, know and teach, that the greatest difficulties in learning occur.

Consequently, it is in these situations that a parent-teacher partnership will be most valuable, but also where it is likely to be difficult to achieve. Parents will often lack confidence or will have little time to spare and will need to learn about how the school works, how teachers teach and become aware of what they can contribute before entering a productive partnership. As for teachers, they need to gain an understanding of and a genuine belief in the value of what parents know and how they can work together in developing policies and strategies in the school which will benefit the students.

Difficult though this partnership may be to achieve we know that those who have it find it worth the effort involved; we believe it is the way to go for all schools and that it will lead to a better education for our young people in public schools.

'Life.Be in it' Australia

12 Claremont Street
SOUTH YARRA Vic 3141
(PO Box 496)
Tel (03) 240 8222
Telex AA38747
Fax (03) 241 6015

18.

PARTNERSHIPS AND EDUCATION

by Dr. Ian Bennett

Chief Executive,
'Life. Be in it' Australia

for the Community Education Association,
South Pacific Regional Conference,
"Partnerships in Education"
Dallas Brooks Hall, Melbourne

26th September 1988

PARTNERSHIPS AND EDUCATION

'Life. Be in it', as an educational force in the Community, is heavily involved in partnerships. Firstly, as a Departmental program, came partnerships with Government, with the media and with the community. Since 1982, operating as a private non-profit organisation, we have added particular program partnerships and a selected consortium of powerful partners from the private sector to support our overall educational thrust. Developing the right partnerships is vital to the program.

BACKGROUND:

When the 'Life. Be in it' campaign was planned back in 1975, a special feature of the process was the involvement of a Government Department and an advertising agency from the earliest days. The partnership with the advertising agency still continues. Other partnerships still continuing are with our artist, Alex Stitt, and our composer, Peter Best.

Commercial supporters who joined us in the early days included National Mutual. The 'fit' between a healthy lifestyle campaign and an insurance company is an easy one, but who expected the calendars to open up so much business for the agents! And the educational messages get spread across the country, often placed where they can be contemplated while sitting in solitude.

PARTNERS WITH THE COMMUNITY:

'Life. Be in it' establihed links with the community not only through its media campaign but also through it programs. These provided the face to face contact which made the program real. Life Games, Come 'n Try Days and other 'Life. Be in it' activities showed there were ways to learn a healthier lifestyle which were also fun. Participation became a strong focus, and has always been one.

A NON-PROFIT ORGANISATION:

When the so-called 'Razor Gang' cut funding to a range of programs in 1981, the Sport and Recreation Ministers' Council felt that 'Life. Be in it' and its educational message was too valuable to be cancelled, and 'Life. Be in it' Australia was set up under Act of Parliament as a non-profit organisation. The founders, private enterprise and government departments were represented on the Board of Directors, (all volunteers), who set out to see that 'Life. Be in it' and its philosophy survived.

MEDIA PARTNERSHIPS:

T.V. 'Life. Be in it' Australia is proud to report that sixty-three television stations across Australia have given undertakings to play Community Service Announcements from the 'Life. Be in it' 'history' reel (mainly of 30 or 60 second duration). Many send us reports and/or computer printouts of the number of spots provided each month. In 1987-88 'Life. Be in it' attracted air time worth over $8,000,000. This does not include news releases, "below the line" interviews or sponsorships generated by the 'Life. Be in it' public relations team. Many stations offer us an open invitation to promote new programs. 'Life. Be in it' Australia has a single contact person for the television stations, who liaises with a 'Life. Be in it' contact at the television station. This way 'Life. Be in it' generates considerable television air time without a paid media budget.

Radio 'Life. Be in it' Australia is supported by most radio stations. The 'Life. Be in it' material is used extensively, with the provision of air time valued in excess of $3,500,000. In addition there is a special relationship with the **Wesgo** group.

Press 'Life. Be in it' always attracts significant press - over 1,000 cuttings a year (including Local Newspapers). Our public relations reports provide ample evidence of our ability to attract press coverage throughout Australia; e.g. Messenger Press in Adelaide provided an extensive cover for the "Fresh Start" program, giving space and promotion on a syndicated basis.

POWERFUL PARTNERS: The 'Life. Be in it' Consortium

'Life. Be in it' Australia has developed links with a number of major companies as the 'Life. Be in it.' Consortium, who benefit by

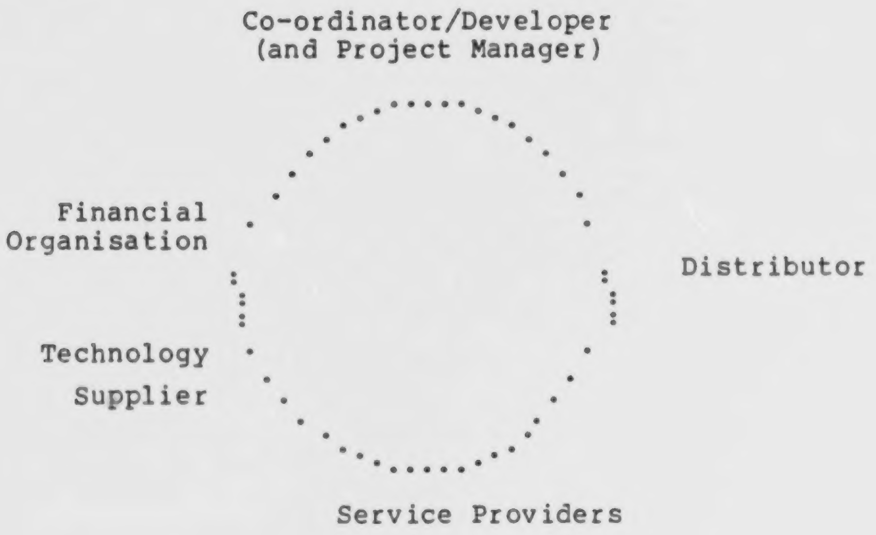
- exclusivity within the marketing consortium
- a point of difference from all competitors in their field
- links to other companies to provide a new public service
- enhanced image through association with 'Life. Be in it.
- access to 'Life. Be in it.' marks
- marketing opportunities from the 'Life. Be in it.' Crew
- potential electronic links to a range of retail outlets

The 'Life. Be in it' Crew

'Life. Be in it' established the Crew as a means for the public to join 'Life. Be in it' Australia, and as a way we could direct information and educational materials to those most interested. The Crew offers a range of tangible benefits, including:

- a leisure/education-oriented kit
- a bi-monthly (later monthly) magazine
- discounted travel and exclusive holiday packages
- 10% discount at Stay 'n Play properties
- 20% discount on Life. Be in it. publications
- exclusive Life. Be in it. Crew products through Amway
- a free Fresh Start aerobics introductory class and
- a Crew discount booklet offering opportunities valued at a minimum of $600 in each State

The consortium which supports 'Life.Be in it' is a ring of linked interests centred around the Crew, assisting each other's access to a consumer base. Through these links, a variety of services become available to Crew members.


Co-ordinator/Developer
(and Project Manager)
Financial Organisation
Distributor
Technology Supplier
Service Providers

Life.Be in it. Australia acts as co-ordinator/developer and is provider of a range of services, particularly in the leisure education area, including:

- * Come 'n Try Squash
  Golf
  Tennis
  Music
  Gardening
- * Life. Be in it. Tours (Stay 'n Play
  Away 'n Play)
- * Fresh Start
- * Life games
  etc.
- * Look 'n Book, the Life. Be in it. Reservations System

Consortium Members

Distributor: Amway Australia

Technology Supplier: Honeywell Bull

Service Providers
- * National Mutual Life
- * Health Corp
- * Thrifty Link (John Danks & Son Pty Ltd)
- * Australian Airlines
- * Petersville (Four 'n Twenty)

The nature and level of involvement of these bodies vary but they all offer some form of support in marketing Life. Be in it. services, educational programs or endorsed products.

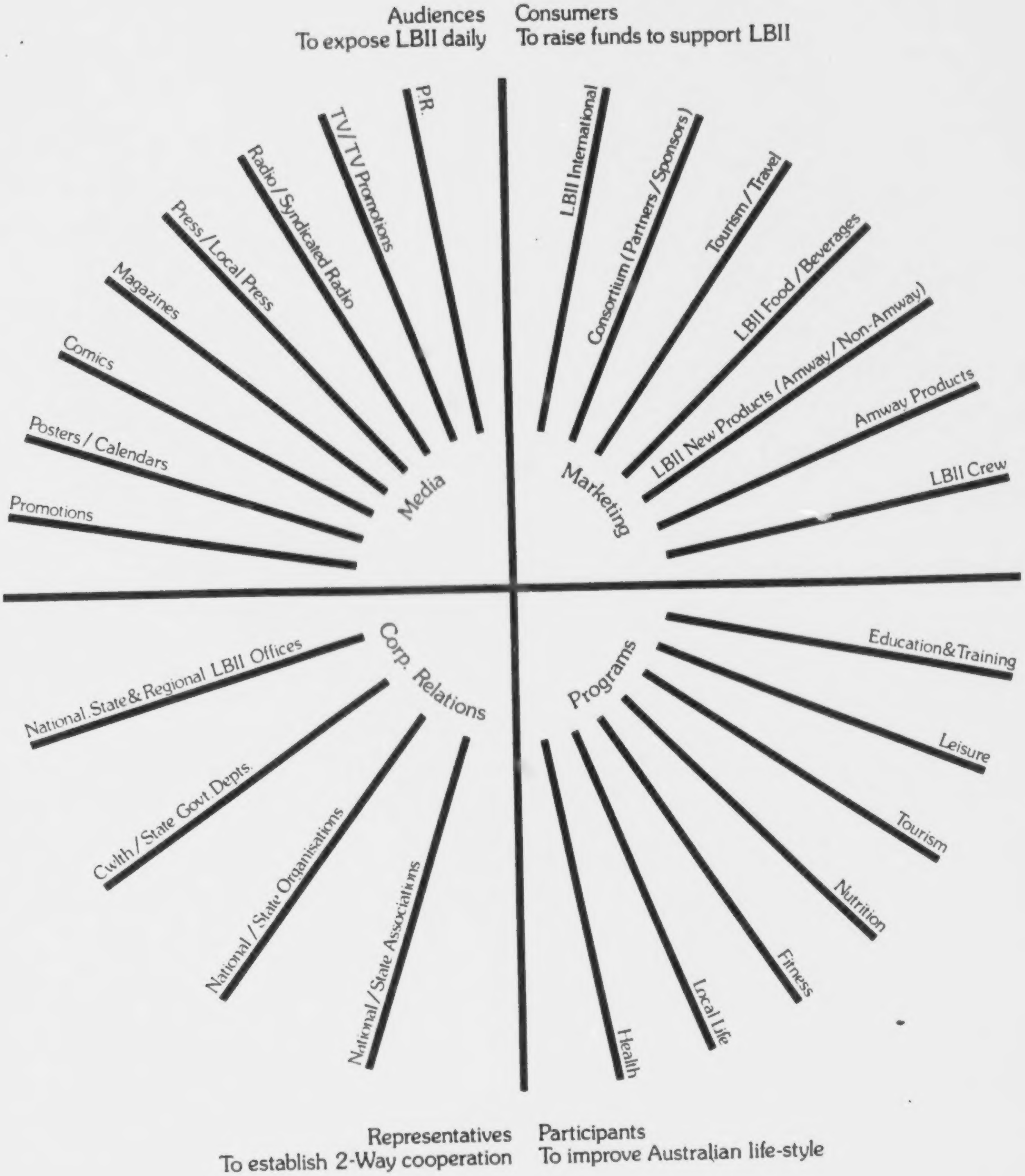
As a non-profit private organisation closely associated with Government and a specific charter in the health and recreation area, 'Life. Be in it' is in a position to educate the public concerning changes towards an economy based on leisure and information systems.

The 'Life. Be in it' aim of a fitter and healthier Australia provides the focus, attraction and potential to enrol a massive consumer base. Its high national awareness rating (approx. 94%) and its high preferred product status provide enormous breadth and value for those in association with it, and for education. 'Life. Be in it' Australia has important assistance provided to it by partners such as:

Al et Al - providing creative/graphic design
Mojo M.D.A. - providing advertising support
Ogilvy & Mather (Horizons) Pty Ltd - providing critical future planning and strategic direction
Nelson Wheeler - providing business planning support and expertise

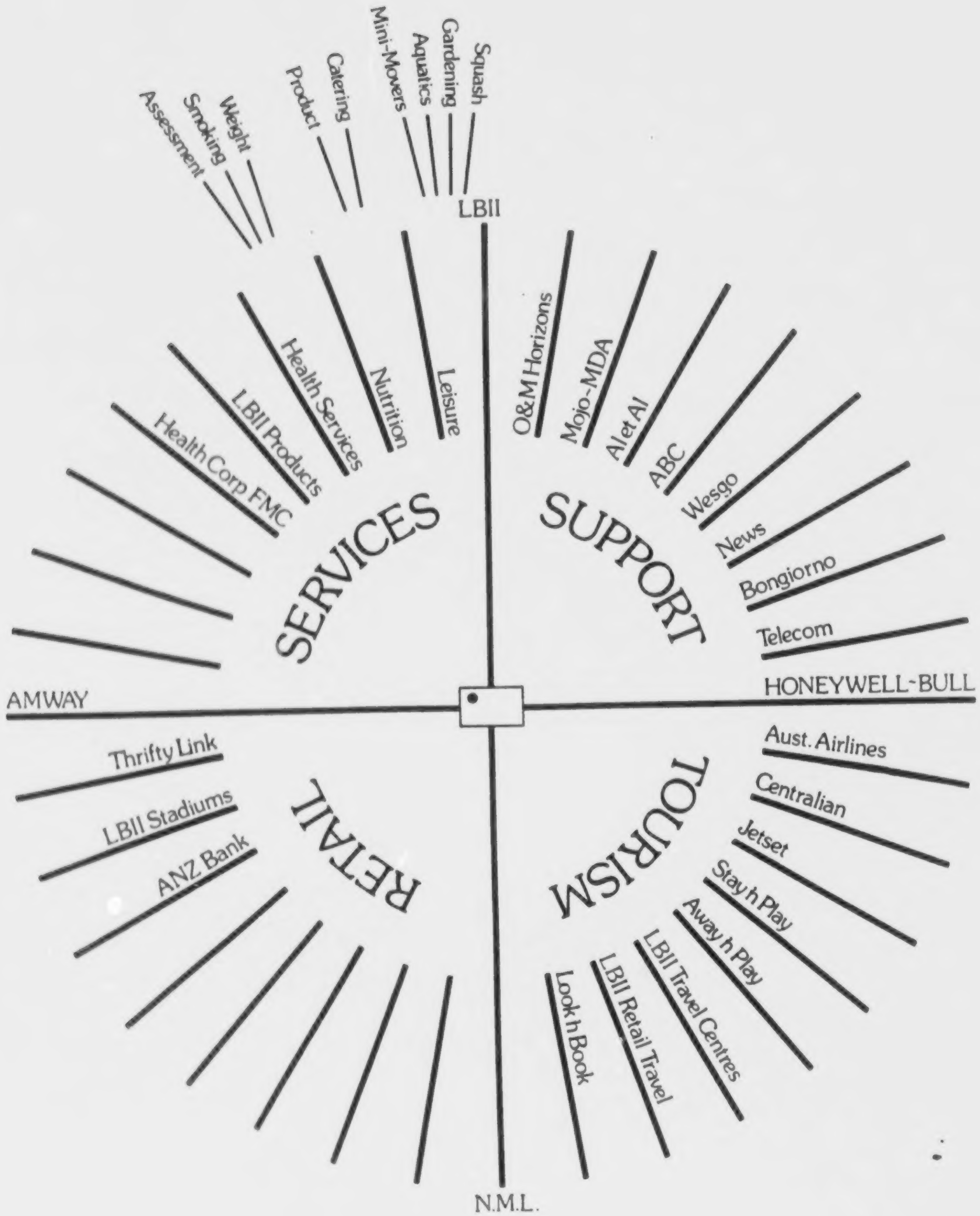
Life. Be in it. has wide-ranging mass-participation programs, information/communication based activities and State/ Federal Government-supported projects, which, with its outstanding graphics and media support, give it the power to continue and intensify its role as the focus for the development of better lifestyles.

'Life. Be in it' Functional Chart


Audiences
To expose LBII daily
Consumers
To raise funds to support LBII
Media
P.R.
TV/TV Promotions
Radio / Syndicated Radio
Press / Local Press
Magazines
Comics
Posters / Calendars
Promotions
Marketing
LBII International
Consortium (Partners/Sponsors)
Tourism / Travel
LBII Food / Beverages
LBII New Products (Amway / Non-Amway)
Amway Products
LBII Crew
Corp. Relations
National, State & Regional LBII Offices
Cwlth / State Govt. Depts.
National / State Organisations
National / State Associations
Programs
Education & Training
Leisure
Tourism
Nutrition
Fitness
Local Life
Health
Representatives
To establish 2-Way cooperation
Participants
To improve Australian life-style

The 'Life. Be in it' Consortium

As at March 4, 1988


Squash
Gardening
Aquatics
Mini-Movers
Catering
Product
Weight
Smoking
Assessment
LBII
Leisure
Nutrition
Health Services
LBII Products
Health Corp FMC
SERVICES
O&M Horizons
Mojo-MDA
Al et Al
ABC
Wesgo
News
Bongiorno
Telecom
SUPPORT
AMWAY
HONEYWELL-BULL
Thrifty Link
LBII Stadiums
ANZ Bank
RETAIL
Aust. Airlines
Centralian
Jetset
Stay 'n Play
Away 'n Play
LBII Travel Centres
LBII Retail Travel
Look 'n Book
TOURISM
N.M.L.

INFORMAL PARTNERSHIPS!

PARTNERSHIPS IN ADULT EDUCATION.

Mr Tony Delves
Adult Education, Victoria.

The history of adult education in Australia is marked by a series of intense arguments around matters of principle.

Forty years ago the upholders of the "liberal tradition" of adult education saw the field as traditional university studies offered in the non-award mode (although often in the same formal lecture style of teaching). These "purists" vigorously opposed the introduction of teaching in the arts and crafts as being seen as part of adult education: they may have been expressions of real interests (hobbies) but were not to be counted as "real" adult education. Fortunately, the "purists" lost.

Fifteen years ago, the same kind of "in principle" battle was raged around the introduction of compensatory studies, such as literacy, and of social issues such as personal well being or women in society. Other battles have waged around the introduction of commercial studies of one kind or another, or of Tai Chi.

In the end, fortunately, the people have won. They have determined the agenda for adult education themselves by voting with their feet or, to put it more clearly, by enrolling in classes.

More recently the debates have shifted again. In fact we have to thank the Kangan report of the mid-seventies for this, for the term technical and further eduction was invented. In one sense, adult education gained in status (and, more importantly perhaps, in funding) by its association with TAFE. However, the strong negative was the use of the term "adult education" as the "hobby" or "enrichment" end of the spectrum dominated by certificated vocational training. "T" was the government funded free of charge part: "F.E." was largely unfunded and user pays. In another state I heard F.E. described as "frivolous enrolment".

This has led to another kind of battle: the educational "haves" and "have nots". Kangan's version of an articulated spectrum has been largely reduced to vast "T" and a largely disconnected "F.E." (the disparity in government dollars is not, however, reflected in people enrolments).

Out of this situation, however, has come a growing awareness amongst adult educators (who have never seem their "patch" as confined by or to TAFE) that the Kangan vision had much more to offer than had been apparent.

Fundamentally, the shift in thinking has been two-fold. Firstly, the term "non-award adult education" has come to be used more widely as an indication of a significantly broader approach than was previously the case. On the one hand this term encompasses a great range of of adult learning activities in universities, advanced colleges, TAFE colleges, specialised adult education agencies, community based groups, commercial organisations and so on. On the other hand, it bites back into aspects of the "T" part of TAFE which force a reappraisal both of TAFE and of the inappropriate alignment of FE with enrichment and adult education.

Out of this latter point arises the second fundamental shift of thinking - and one which has led to yet another battleground in adult education itself. Suddenly, the distinction between vocational and non-vocational has become blurred. Whilst we have always understood that the intention of any course is in the mind of the student rather than of the educator, the recognition that a very large proportion of non-award education, including that conducted within industry itself, is vocational in intention has forced a substantial re-examination of adult education itself. And not all adult educators are comfortable with this wider view by any means.

Yet such a shift is inevitable, not the least because people will force the change: people who themselves do not make arbitrary distinctions between work and non-work in order to satisfy the statistics takers at DEET.

As a matter of interest, this wider definition encompassed around three million adult Australians - of whom some two million are engaged each year in training programs in industry itself.

In recognising this (dramatic) shift, the Council of Adult Education has been forced to diversify its own activities in ways which would not have seemed possible even five years ago. CAE now conducts Basic Education programs in collaboration with unions and management in a number or workplaces around the state. In the last year or so, it has set up its own Business Education centre to build on the established base of public programs in such areas as computing and small business.

One further outcome has been to extend well beyond the traditional adult education course program into consultancies, conferencing and joint projects. Indeed, much of the new future for adult education for the CAE is bound up in the latter - the establishment of new learning modes and new approaches to adult education by working in partnership with other organisations.

This approach combines the collective expertise of the CAE and the partner organisation to the benefit of students. That it is already working can be seen by reference to the CAE's current list of client partnerships: over 90 government departments and agencies and educational institutions; around 60 companies; almost 60 non-profit making community organisations; and over 50 unions and other organisations - 260 separate groups in all.

In our view, meeting the unmet demand for adult education will require an even further expansion in programs, methodologies and partnerships. The next key move for the CAE is to work in the distance education mode to a significantly greater extent than is currently the case. For this we will likely need one or more partners.

In large measure the future of adult education in Australia is in the development of new and creative learning partnerships - between institutions and students, institutions and institutions, institutions and government or industry, student and student. The CAE is actively exploring all of these possibilities with, as I have indicated, a large measure of success. And, as the resume of this paper states, the best thing is that everybody "wins" by co-operative endeavour.

KEYNOTE PANELISTS.

J H LAKE

PRESENTATION TO
FIRST INTERNATIONAL COMMUNITY EDUCATION ASSOCIATION
SOUTH PACIFIC REGIONAL CONFERENCE
DALLAS BROOKS HALL
MELBOURNE
26TH SEPTEMBER 1988

"PARTNERSHIPS IN HIGHER EDUCATION"

In preparing my comments for today, I was interested in the mission statement for the conference provided in the brochure I received. The conference would, it said:

"provide participants with the opportunity to explore the concept of partnerships between various groups within our community that have an interest in, or are engaged in, educational activities that contribute to our society's intellectual, social, economic and community development."

Hearking back to my old Philosophy 10 days when we considered definitions and the importance of the exclusion power of a definition, I wondered about who or what the conference theme excluded, and concluded that it was all embracing; being concerned with all people and all things which contribute to society's development, with a special emphasis on partnerships.

This made me feel both relieved and concerned. Relieved in that I felt I should be able to find something relevant to say within such a broad framework, but concerned that the overall breadth of the topic would not allow us to achieve any coherent focus in our panel discussion.

Perhaps a dictionary definition would help. The one which I found said "partner - 1. a sharer or partaker; an associate 2. a contributor of capital in a business or joint venture sharing its risks and profits - see sleeping partner - silent partner"

Sleeping partner said "a person with whom one has regular sexual intercourse" - that didn't seem to help much in today's context but "silent partner" did. That said "a partner taking no active or public part in the conduct of a business" - perhaps, I thought, we've had too many silent partners in education up until now.

As my description in the brochure notes says, I have spent my entire professional life in education. In the quarter of a century that I've been involved in higher education I have seen significant changes, both in our understanding of the process of education and the community's perception of it. When I trained as a teacher in the early 50's and attended university in the 60's, the god professor reigned supreme. The instructional mode was almost exclusively didactic, being the jug and glass model, as knowledge was poured from the full professorial jug into the empty student glass, and no one thought it should be otherwise. No one, that is, other than a few education theorists who kept saying that there must be more effective ways of teaching and learning and of organising our educational systems. Certainly there was no push for reform within the higher education institutions. Enquiries and reviews notwithstanding, the educational system continued much as before. Universities remained remote from their communities and school principals protected their teachers from the marauding public by denying parents access.

There were partnerships operating in education, but they were grossly unequal. To the extent that there is a need for student co-operation in the teaching-learning process, there were partnerships between teachers and students, but no one would suggest that there was anything approaching equality in these relationships - perhaps that is as it should be.

Nor was there equality in the relationship between the community and its educational institutions. The educational institutions developed a life of their own, standing apart from the community, defying the community to interfere and drawing much of their power from their insularity and the mystery which shrouded the educational process - so what if our educational facilities lie idle for almost half a year? This is the pressure of education - the community should not interfere.

I spent 20 years of my professional life in teacher-education. Teacher-educators, like other academics, derive strength from the notion that they are repositories of all knowledge that is worthwhile in their respective fields. While there are individuals and clusters of academics within teacher-education institutions who genuinely want to create partnerships with the schools, I believe that the majority of teacher-educators, even today, would prefer not to be disturbed by too much workplace reality.

Until recently, the community has been the "silent partner" in our educational enterprise. I say until recently, because there has been a revolution in higher education in recent times as the community has tried to take possession of its education system.

In the 1980's the call has been for relevance and accountability and performance appraisal, and, I would suggest, not before time.

The Minister for Education, on last week's Sunday Conference, stated the view that universities cannot be quarantined against the process of change, that the Government of the day had not only a right, but a responsibility to translate community demands on education into educational practice. If you think about the foundations of our democratic system, it is hard to see how it could be otherwise.

I believe that the Bond University experiment is evidence of the changes which are taking place in higher education in this country. I moved from a relatively cloistered existence of Dean of Education at Curtin University, to the position of Director of Development at Bond University eight months ago - it seems longer than that. When I assumed my new role I was six feet tall and had dark hair! The Office of University Development includes within its responsibilities, student recruitment; public relations; and the corporate interface of the University as it relates to fund-raising. In one sense, all of these activities are new to my experience, since previously they had been someone else's worry. Also new is the very direct public accountability attached to the role. Questions such as "How many students have been recruited?" "What is the quality of the student cohort?" "How many column inches have been printed about Bond University this month?" "Why didn't we get into the Financial Review?" "How many scholarships have been funded?" "Why does this publication have two typo's in it?" "What other forms of financial support have been achieved?" All have answers, which in a very public way provide a picture of the success with which the responsibilities of the Office of University Development have been discharged. Such direct and public accountability has been a new experience to me. After all, those of us who have spent a lifetime in the academic world know that any failures of the system are not really our fault. It's the Government's fault, or the students' fault or the community's fault, never our fault. In my new role, there is nowhere to hide, and I can tell you there have been a number of occasions when I've wished that there had been.

It would be my contention that the establishment of Bond University marks a new era in higher education in this country. One which will be characterised by business and industry accepting an increasing level of responsibility for the funding of higher education. Where partnerships will be established which will involve greater equality between the partners and where the community moves from its role as silent partner to one where community demands will be heard and seen as legitimate influences on course design and delivery.

I feel confident in making my predications, because, in spite of some early resistance, the climate has changed from one of opposition to one of acceptance of the need for a private alternative in higher education. Indeed, I would go further than this and say that there is genuine support from the vast majority of people and a belief that Bond University will strengthen the higher education sector, both through competition and by bringing new and strong voices of support into an area which, in recent times, has been the focus of some public criticism. There is evidence too, that other institutions will follow, thus overcoming the anomaly of no private alternatives in our higher education system.

The many partnerships formed in the establishment of Bond University include those that are obvious and others that are not so obvious. Those which warrant special mention are the following: First is the joint venture partnership. Bond Corporation and the EIE Development Company of Japan have provided both the land and the funding for the project.

The University has been established as a private non-profit organisation, under an Act of the Queensland Parliament. The University is controlled by a thirteen person Council on which the joint venture partners have four seats. In the ultimate analysis the University is answerable to the people of Queensland and its Charter can be revoked by the Queensland Parliament.

The second partnership worthy of mention is the Research Park. One of the unique characteristics of Bond University is the simultaneous development of the Research Park. This is a genuine partnership between the University and business and industry. The Research Park will house major industries in a co-operative relationship which will see students and academic staff from the University contributing to the research effort and staff from the Research Park contributing to the teaching program.

Other examples of partnerships with business and industry include the establishment of a $50 million Bond University venture capital fund. The fund, which will be managed by Venture Management Associates, will draw its capital from an offering to be made to the public. This fund will invest in new ventures in south east

Queensland, particularly those associated with the Bond University Research Park.

Partnerships with other universities have been formed through the establishment of a research quadrangle; a co-operative undertaking which will allow for the combining of research effort between Bond University and Griffith and Queensland Universities and the Queensland Institute of Technology.

We have also established a Bond University Scholarship Foundation, and in a very direct sense are seeking individual and corporate support for scholarships. The University has provided funds to ensure that one in seven of its students have scholarship support, but more active involvement is sought from business and industry, from whom we are seeking direct contributions to ensure that all students who have the personal drive and intellectual talent can compete for a place at Bond University.

Course design has been a genuine partnership too. All course design activities have had extensive community involvement, as we have tried to put together courses which have the greatest relevance, and will genuinely equip graduates to meet the challenges of the 21st century.

The preparation of our conditions of service has been a genuine partnership between academic staff and the university. Conditions have been developed which provide for flexibility in salary structures; replace tenure with the concept of continuing employment subject to review; and provide for financial rewards based on performance appraisal.

In every sense our commercial undertakings involve partnerships with business and industry: conferences and short-courses; food and beverage outlets; sporting facilities; accommodation; all have commercial involvement and all require on-going partnerships which must be sustained.

Finally, partnerships have been formed with the community. We have provided an Olympic standard rowing course; the lake in which the course is set will be managed by the local shire and available to all. Of particular significance are the partnerships that have been developed through the establishment of the Friends of Bond University. This is a local community group, established for the express purpose of promoting the University and providing it with support. The Friends of Bond University are a voluntary group who work tirelessly to assist the University in its endeavours. It provides us effectively with the equivalent of an outstanding Alumni Association before we have our first graduates.

It is my view that a conference with a theme of "Partnerships in Education" is important and timely. The ivory tower has gone and must be replaced by an education system which is relevant; where those who are given responsibility participants are held accountable and where there is a genuine merging of university and community interest. By all means let's have sleeping partners but let's have no silent partners in education`

ANTI-CANCER COUNCIL OF VICTORIA (ACCV)
- ESTABLISHED BY THE CANCER ACT OF 1936.

Presented by
Dorothy Reading.
Director of Education.

The role of the Anti Cancer Council of Victoria Education Unit is to develop and implement education programmes relating to cancers whose mortality and morbidity can be reduced by prevention or early detection.

Programmes currently under way relate to cancer of the skin, breast, cervix, lung and other tobacco related cancers, and diet related cancers.

Our aim is to achieve behaviour change in relevant populations either by changing behaviour which increases risk, eg sunbathing or smoking, and thus prevent the cancer developing, or by encouraging the adoption of behaviours which detect cancer at a curable stage, eg Pap smears and other screening procedures.

Cervical Screening Campaigns - partnership between the community and a cancer council.

This workshop will consider the two aspects of a cervical screening project: the development of a community-based campaign and the process of translating resources into 14 community languages.

OBJECTIVES OF THE ACCV.

* to co-ordinate in Victoria all activities in relation to research and investigations with respect to cancer and allied conditions and with respect to the causation prevention and treatment thereof.

ACCV's Education Agenda is set by

* Cancer Act
* incidence of various cancers
* risk factors associated with various cancers
* behaviour and attitudes of at-risk populations
* effective communication strategies.

These determine subject and form of our education programs.

Research to develop ACCV education programs involves partnerships with

* medical and scientific communities (policy and factual content), including ACCV Epidemiology and Behavioural Science Units.

* volunteer committees of cancer patients, family and health professionals.

- * health education professionals (includes GP's, child and maternity health workers, community health workers, local government staff.)
- * community groups (to develop local QUIT and PAP Smear or other campaigns.
- * Individuals (Fresh Start participants, users of resources or information).

Implementation also involves most of these groups.

Breast Cancer Early Detection Program

ACCV develops resources -
"Mammacheck" and training facilitators in response to community demand

- Community and occupational health workers
- Business and Professional Women's Club

Locals organise local BSE classes or campaigns.

1986-87 - 3,400 women attended courses ACCV evaluates - facilitators and participants.

There is a constant updating of resources.

Smoking Related Cancers - Prevention Program.

"Fresh Start" - 8 sessions for smokers
 - development implementation and evaluation as for "Mammacheck".

1986-87 - 121 courses run throughout the State. Half are now run in the workplace. The ACCV is also a joint sponsor of the Quit Campaign.

Skin Cancer Control Program

"SLIP! SLOP! SLAP!"

Groups run their own local programs eg schools
child and maternal health centres
local councils
sporting groups
communty health centres
trade unions.

Cervical Cancer Early detection Program.

Our workshop will present a detailed account of the development of this community based program.

Other Programs and services.

- Diet related cancers prevention
- Public Information
- Patient education
- Professional education.

STUDENTS ROLE IN PARTNERSHIP APPROACHES TO EDUCATION.

Tomas Seta, Papua New Guinea.

Partnerships in education has been viewed in many ways, from corporate institutions, government and at the community level. I will try to address the partnership in education with regard to social and cultural aspects in the Pacific Region.

1. Introduction

Education in any society begins in the home. Pacific Island communities are no exception. Community education has been a concept that has been used by both consumers and providers of education in a lot of different aspects in the South Pacific region. Because of the unique cultural traditions and with a lot of similarities, a lot of our educational aims and objectives are developed more towards community education.

Community education, or best known as "informal education", has revolved around the environment, culture, values and beliefs of our people. Before the introduction of the modern education system, skills for survival were passed down from generation to generation orally, through observation and participation. Through the process of socialisation in the community a child learns the skills from parents who are their first teachers. The environment, (gardens, the sea, hunting grounds) serve as the classrooms from which skills are learned.

With the introduction of the modern education system in the island nations a lot of changes have occurred. Parents no longer play an active role in teaching of traditional skills. Instead children are taken to a classroom and taught by trained strangers (teachers). New values are taught in foreign languages. Ruperake Petaia in his poem "Kidnapped" best describes this alienation.

2. Effects of Education on Social and Cultural Development.

Modern education has had diverse effects on social and cultural development of the island nations. With the process of modernisation we have lost a lot of our traditional values and beliefs. Arts and crafts, oral history, traditional songs and dances are some of the slowly dying activities. Traditional methods of farming and fishing are taken over by modern methods and technology.

Although a lot of rich Pacific cultures and traditions are lost and dying, modern education cannot be ignored at this period in time. We have adopted a lot of the modern values and incorporated them into our social systems. Education has played an important part in this process through incorporating traditional values into established curriculum in our school systems. In this situation we are participating in education partnerships through adopting and adapting to the new education system.

3. Economic Aspects

In traditional Pacific Island economies education was never paid for. With the introduction of a cash economy, there are conflicting ideologies between traditional forms of schooling and the modern education system. Modern education demands a lot from the country's economy of which Pacific Island countries are basically non-industrial.

In modern education a lot of economic resources are required. Teachers need to be trained, paid for and supervised. Teachers also need to use curriculum materials to teach and a place to teach our children.

An education system accounts for a nations manpower resources. Therefore a demand for capital to improve the quality of education in the Pacific Island region. Previous World Bank loans by Pacific Island countries have mainly been for expansion of the already existing system. Experience has shown that more expansion does not help improve quality unless proper training of people and new material for instructions are produced.

Partnerships in education is therefore very important when it comes to developing the education systems to improve the quality. This particular occasion is a classical situation whereby government aid from abroad brings together consumers and providers of education from island nations as partners to discuss aspects of communty education.

The Pacific Island Nations have been partners in a number of regional organisations such as the South Pacific Forum, the SPEC (South Pacific Economic Community) and the South Pacific Commission, just to name a few. These organisations of course have played important roles for the development of political, economical and social prospeity among the island nations. They have brought about understanding and friendship through activities such as the South Pacific Games and the South Pacific Festival of Arts.

Partnerships in political and economical development have been some of the major issues that dominate the agenda for these large organisational meetings. All of these have a lot to do with partnerships in education. Pacific Island nations are also partners in other international organisations eg United Nations, European Economic Community etc.

A lot of us are studying abroad as a result of this partnership in educational development between our more developed partners, especially Australia and New Zealand.

This I should take as an ideal opportunity to thank the Australian government's ADAB scheme on behalf of the many Pacific Island students who are studying under this scheme here in Australia. This scheme has played an important role in providing financial and educational opportunities for human resource development for island nations.

PARTNERSHIPS IN EDUCATION

Presented by Mr Barry Watchorn,
Director, Industrial Relations,
Australian Chamber of Manufactures.

A couple of years ago Australia was finally jolted out of its complacent reliance on exports of primary commodities to maintian its respectable place in the international economy. Changes in the pattern of world trade for these commodities have subjected our producers to restricted market access and price fluctuations. It is now well accepted as imperative that Australia must increase its manufactured exports. Manufactures are the fastest growing area of world trade and compared with primary commodities are far less subject to restrictions on market access or price fluctuations.

Now, it is not my intention here to give a lecture on economics, but I think it is necessary not to lose sight of the importance of our economic strength. Without that we can forget about improvements in the provision of Government infrastructure and services, the ones that ensure access to the services we regard as basic; health, social security, the law and education.

It is true, for a number of reasons that our past record in exports has not been impressive. A recent survey undertaken by Australian Chamber of Manufactures (ACM) showed that while almost half of the surveyed companies exported, the activity was generally peripheral with only 7% earning more than 20% of their total revenue through exports. An interesting comparision published by the World Economic Forum compares the export flexibility of a number of countries. Export flexibility is the extent to which producers are prepared to modify products to suit foreign markets. One a 100 points scale, Australia rated 50 compared with:

Hong Kong	95
Japan	93
Switzerland	84
Singapore	78

If we are to achieve the required growth rates in manufactured exports, more Australian manufacturers need to set their sights on foreign markets, increase economies of scale and develop a more dynamic and competitive industry base.

So manufacturing has an enormous job ahead of it. An implied precondition is that our workforce, that is including management, must change. Industry needs people who can plan for and implement changes in technology and work practices and with the technical skills to enable industry to take up new opportunities which exist for example, in elaborately transformed manufactures and in the information and scientific industries. Industry needs a workforce which is comprehensively and well-educated to provide the necessary basis for skills acquisition and the flexibility to adapt as industrial methods change.

This brings me to industry's relationship with the higher education sector and I want to correct some misconceptions which seem to be about. Let me quote from ACM's submission on the Green Paper on Higher Education.

On Institutional Management:

> "The autonomy of institutional managements in tertiary education should be upheld as a principle. Reforms to the system should not allow Government intrusion into areas of management prerogative."

On Research:

> "Basic research and research with relatively long run outcomes should not be neglected. It is an important role of University research to address fundamental issues which are important but which yield no obvious short-term return, nor promise any long-term return."

On Amalgamation:

> "Consideration of any proposals for amalgamation should give precedence to the educational benefits to be derived, and not simply to achieving economies of scale on the basis of any notion of what represents an ideal number of students."

On Education:

> " ACM values education which is comprehensive and broadly based. This is seen as developing analytical skills and flexibility in approach to industry which is multi-disciplined and rapidly changing. This kind of education is also valuable to the individual's own professional development."

I am aware that submissions of other employer organisations , expreseed similar views.

ACM believes that the tertiary sector needs to be expanded and does not oppose setting priorities for growth. It is always the case where resources are finite that priorities and targeting must apply. Indeed this must have been occurring in the past on some croteria or other. It seems paradoxical, that planning for future skills requirements is criticised by many educators, at the same time as employers are criticised for seeking to secure skilled personnel in other countries, to meet the short-fall or mis-match of skills in Australia.

The setting of priorities should be seem as a positive initiative to meet Australia's skills needs and to redress the inequalities in the growth of studies. The Victorian Post-Secondary Education Commission in its discussion paper, "Options for the Development of Higher Education Structures in Victoria", details the shift in the Victorian academic profile over the period 1965-1987. While the number of students in arts courses increased over that period 666%, the number studying engineering increased by 7% and physical sciences by 43%. Clearly this represents a serious real decline in participation in these disciplines. In this context redressing the imbalance should not cause alarm.

The growth will be targetted, whether in response to academic, student, industry or some other demand. The concern about industry demand, as I understand it, is that it will produce a narrow education focussed on vocational skills.

Well, ACM and other industry groups have expreseed concern that technical vocational courses at tertiary level are too narrow and that graduates would benefit from broader courses including some generalist subjects. Vocational skills are those of the mind, analytical skills as well as technical skills.

So, we have a need for education and industry to work together, and, I think, also some common ground. There is a fair degree of disquiet in some institutions about the changes planned for the Higher Education sector. Corporations are not about to invade campuses. Producing goods and services is a full time job just as providing education service is. There are opportunities in linkages, for both industry and higher education institutions. Linking companies into the institutional community has potential benefits for your students, your institutions and the companies.

There are opportunities for linkages in course development, research, consultancy, work experience, visits to lectures and tutorials and access to the workplace.

Some institutions already routinely involve industry in these kinds of activities. Officers of ACM participate on a regular basis.

Participation of industry representatives has typically been confined to courses of obvious industry benefit, e.g. business studies, industrial relations, engineering. The current debate about higher education has dealt with the benefits in these kinds of studies. Academics and students have access to the latest developments, students can establish a relationship with prospective employers which might also yield other forms of assistance, and industry can gain confidence in the institution and its graduates, which, of course is also a benefit to your students.

What about social sciences? History, Politics, International relations, Sociology, Languages, Religious studies all could include an industry dimension. I am not suggesting that people from industry are experts in any of these things, although some individuals might be. But industry is a major part of any society and in studying a particular aspect or institution of society there are opportunities to look at how industry itself can be a setting for the studies I've mentioned. Isn't this just as relevant as academic debates over competing theories?

In the short time I've got left, I want to comment on an area of higher education which is not often mentioned in the context of industry links, but which I am sure we all regard as fundamental to our education system - that is teacher education. Teacher education is an area of higher education in which industry has not generally been involved. ACM believes this must change.

Despite advances in the relationship between education and industry which have been made over the past year or two, it is disappointing that industry still appears to be poorly regarded by many students and teachers at all levels of education. Often this is based on a misunderstanding of the role of industry, and the domestic and international environment in which it must operate.

If we can give student teachers a better understanding of industry in the ways I mentioned a minute ago, perhaps we can begin to offset adverse perceptions in school students. This is particularly timely as:

* Work education is assuming importance in secondary education with the introduction of Australian Studies in Years 11 and 12 and to an increasing extent in earlier years, including the primary years. How can teachers deal with work in a relevant way with little understanding of the private sector which employs 75% of the workforce?

* Trade teachers are preparing students for a working life in which industry restructuring and technological developments are already changing the parameters of skills. Again, how can teachers help students to deal with this if they remain isolated from industry operations?

ACM would like to see linkages with industry as a routine component of all teacher education courses.

I referred earlier to the attributes industry requires of its workforce and what it comes down to is that the workforce needs to be more flexible and innovative. The reasons why Australian industry has not ranked in these characteristics with some of the world's most successful nations are complex and historical. In order for industry to make the change, the community needs to change too. Our education system has a role to play. That is not meant to place an undue responsibility on its shoulders. However, industry does not have a magic wand to wave over recruits as they march through the door. People don't suddenly become innovative and international in outlook.

At whatever level they exit the education system we, not just industry but all of us, need people who understand the necessity for more exports and the implications of the international environment on the way we work.

Industry has a job to do too, but would be greatly assisted by having school leavers and graduates who are receptive to the objectives of the private sector.

Mr Barry Watchorn
Australian Chamber of Manufactures. September 1988.

EDUCATION TOWARDS THE YEAR 2000

Address to conference "Partnerships in Education"

Melbourne

September 27, 1988

Professor Ian Lowe

Acting Director
Commission for the Future

I am delighted to have been invited to address this important conference. I wish at the outset to pay tribute to the joint organisers, the International Community Education Association, the Australian Association for Community Education, and the South Pacific Centre for School and Community Development, who have brought this distinguished and diverse group together to discuss a vitally important question: the formation of productive partnerships for better education.

Let me begin by summarising briefly what I intend to say. We live in a period of rapid technological change. It is no longer possible even in principle for the initial period of full-time education to be an adequate preparation for life. We need to develop mechanisms which will facilitate life-long education. An educated work-force is needed if technological change in the work-place is to be beneficial; an educated population is needed if we are to make wise communal decisions about the pace and direction of technological change.

Let me develop these themes. The development and use of new technology is changing a wide range of jobs. It is also either radically transforming or making obsolete some entire trades. Thus we need to address the question of the educational needs of the workforce, recognising that it is no longer sensible to regard an initial period of education as providing the skills and knowledge for a lifetime of work. Many of the skills those currently at school will need in their working lifetime are not yet developed, and so cannot be taught; instead, we need to cultivate an attitude accepting that education is a life-long commitment.

While Australia has been sleeping in the old economic pattern of dependence on the export of commodities, the world has been changing. Someone recently said that our terms of trade have been deteriorating for so long that even the economists have now noticed it! Of course, for years the economists were cheering us on down this road with talk of comparative advantage and the much-vaunted minerals boom. They tragically did not notice the effects of science and technology on the world. I will talk about examples of the effects on Australia, then look at the implications for education in general.

Science and technology have changed the quality, length and direction of life in this century more than politics, education, ideology or religion. As the Hon. Barry Jones has pointed out, Ford and Edison shaped human experience more broadly and enduringly than Lenin and Hitler. Modern war would have been impossible - even unthinkable - without modern technological capacity. Despite the pervasiveness of developments in science and technology, and their implications for how we live and the choices available to us, these issues have generally been ignored. When they have been considered, the attention has usually been either too late or too superficial to influence the outcome in any significant way.

Let me expand briefly on this theme by looking at the particular case of television, which was welcomed in the 1950s as a major force for education and stimulation. In practice, its effect has been far more sedative than stimulatory. The sophisticated technology of satellite transmission of visual images is used to bring into every home a steady diet of mindless mush, a chewing gum for the mind. Television has had very serious effects on journalism, pushing newspapers increasingly towards entertainment and gambling, as well as contributing to the disappearance of the afternoon newspapers. Bizarre trivia from the other end of the world gets top billing on the evening news if there is dramatic action footage, preferably showing some unfortunate individual's violent end in full colour.

Television is now a greater time absorber for the average child than school, and for many adults absorbs more time than their work. Consider the impact of television on schooling, as described by Barry Jones. Television points up the contrast between classroom experience (static, demanding, often boring) and electronic communication (variegated, non-demanding, aimed at instant gratification). Has anyone considered the difficulty for the teacher of trying to enforce correct spelling, when television advertising blasts linguistic aberrations at children in glorious colour? Were the issues of the impact of television ever discussed? Were there any options then besides the flood of B-grade soap? Are there any alternatives now?

Despite its obvious political importance, technology has received surprisingly little attention. Preoccupied with such weighty issues as petrol prices or the mythical minerals boom, we were blind to the way science and technology were transforming our society. It is interesting to reflect on this peculiar selective myopia. If we are told that a new taxation scheme will be beneficial, most taxpayers are cynical and seek further details. They demand to know who will benefit and who will lose out. Out of self-interest, most people look closely at the effect on their personal situation. The media give us endless reams of careful analysis. The same would be true of proposed changes to the electoral boundaries, or a possible major change to the city skyline. People want more details before they accept the assurances of the experts on such matters. Recently, the people of Australia even rejected a proposal for fair and democratic elections because they suspected the assurances of experts sufficiently to prefer the unfair and undemocratic practices which survive in some of our States. Why, then, do the same people so comprehensively suspend their critical faculties when faced with new technology? Faced with promises of the benefits of new technology, such as the contraceptive pill or colour television, we have rarely stopped to ask what the possible disadvantages might be. Seeing short-term benefits, we have simply ploughed ahead with the new technology, letting the next generation worry about the long-term consequences.

The failure to come to grips with new technology and the process of technological change was a major reason for the establishment of the Commission for the Future. It is doing important work in a range of areas to alert Australians to the opportunities and problems we face as a nation as a result of scientific developments. From a public forum on the ethical implications of developments in genetics to a recent series of conferences on the greenhouse effect, from the productivity of manufacturing industry to the implications of new technology on women, the Commission is focussing public attention on a wide range of issues affecting the future of Australia. Few other countries in the world have such a comprehensive programme for getting the public involved in deciding their own future. Sadly, it is a measure of the dominance of short-term thinking that some politicians are still not convinced that our future is sufficiently important to deserve a tiny fraction of the resources of the government. The cost of the flagpole alone on the new Parliament House in Canberra would fund the Commission at its current rate for about a quarter of a century, but still this minuscule allocation is begrudged by some myopic politicians and media pundits.

I want to enlarge on the use of science and technology in Australia. Although our funding and performance of basic science are quite respectable by OECD standards, our record in the development of scientific discoveries into marketable products is simply appalling. The OECD examiners commented that the distribution of our research and development effort is "unique among countries of comparable size". You should note that the word "unique" is not being used here in the sense in which it is used by television news programmes, meaning that it is something slightly unusual. It is being used in the literal sense. No other country of comparable size has a distribution of research and development effort like ours. It should not be a source of national pride.

I can illustrate this point with some figures developed for the report, "Measures of Science and Innovation", produced by staff of the former Department of Science and published this year by the Department of Industry, Technology and Commerce. Our spending on basic research, as a percentage of GDP, appears to be higher than that of Japan or the United States, although there are problems of comparability of data between those countries and Australia.

On the same basis, our spending on applied research is two-thirds that of Japan and the USA, and marginally higher than the figure for Italy. Our spending on experimental development as a fraction of GDP is less than one-sixth of the figures for Japan and the USA, one-quarter of the figure for France, half the figure for Italy and two-thirds of the figure for Ireland. You will be pleased to know that we are marginally ahead of Iceland in terms of the fraction of our GDP we expend on the development of new products and processes.

This imbalance in our research and development is, of course, a consequence of the total failure of the Australian private sector to put resources into innovation. While there has been a significant upsurge in activity since the government brought in the 150% tax concession for R&D, we still have a very weak base in industrial research and development. Sweden, a country with about half our population has a much better record in the production of quality goods. In 1960, our expenditure on R&D was two-thirds of the figure for Sweden. By 1985, our effort had dropped to be only about one-third of Sweden's. Per head of population, Sweden has thirty per cent more research personnel in the business sector than we have in our entire research community.

Our scientists are quite productive. They produce about 2% of the world's scientific papers, and Australia plays a leading role in several areas of science. We have a strong reputation in medical science, our biological scientists produce about 3½% of the papers in that field, and Australian chemistry papers seem from citation data to be disproportionately influential. We consistently fail to harness those scientific results. Our patenting record is nothing short of abysmal. Consistently, year after year, only about 10% of the patents granted in this country are of Australian origin, and only about 15% of those are in areas that can be classified as high technology. We urgently need to lift our game.

Our failure to innovate and develop products which are recognised overseas is most dramatically - and also most embarrassingly - evident in our trade figures. Our ratio of imports to exports in manufactured goods overall is eight to one. Very few OECD countries have a worse performance; it is worse than Greece or Turkey, and much worse than Spain, Portugal or New Zealand. The small country of Ireland, so often the butt of condescending Anglo-Saxon jokes, has about one-quarter the population of Australia and produces about four times the value of high-technology goods.

In important areas, the figure quoted above under-states our problem. In "Challenges and Change", a book edited by Trevor Barr for the Commission for the Future, it is pointed out that the ratio of imports to exports in the information technology area has worsened from 10:1 in 1982 to the latest figure of 13:1. For computer hardware, the figure is a scarcely credible 40:1; we import more than forty times the amount we export. Our trade imbalance in information technology alone is likely to be more than $10 billion dollars in the early 1990s, despite government policies to try to encourage our information industries.

As the historian Michael Kennedy points out, 1957 was a critical year in world economic history, the year in which manufactured goods first exceeded primary products as a total share of world trade. Since then, the gap has widened every year. Why did we take so long to notice? We need, as a matter of urgency, to develop what Barry Jones has called a brain-based economy, with value-added products and an international reputation for quality goods. For too long, even Australian consumers have been turning to imported products because the Australian equivalents either do not exist or are of poor quality. The subjective impressions of Australian consumers have been reported for years in CHOICE magazine, but the issue was put on a firm footing last year in the report of the committee chaired by Kevin Foley. The report showed that even Australian buyers do not rate our products highly for quality or reliability. The only glimmer of hope was that we consistently rated above Taiwan! The great Australian attitude of "She'll be right", while it is commendable in some areas of life, has left us with an unenviable reputation for producing second-rate manufactured goods.

This is not an incurable problem; after all, only thirty years ago the label "made in Japan" was anything but a guarantee of quality products. Indeed, it was seen in Australia as an indicator of shoddy goods. Japan has changed its reputation through an enormous commitment to education and the development of quality products. The example of Japan shows what can be achieved by a determined national effort. So does the case of Sweden, until relatively recently heavily dependent on the export of commodities. While it would be simplistic to suggest that the cultural priorities could be simply transferred, allowing us simply to repeat the Japanese economic miracle or the Swedish success, these examples show how it is possible for a nation to change its future by its decisions.

Let me turn to the implications for education. By international standards, Australia does not have a well-educated workforce. In "Sleepers, Wake!", Barry Jones drew attention to the fact that Japan has 88% of their 17-year-olds in full-time education. A couple of years ago, the figure for Australia was 31%. While the recent increase has been striking, our figure is still below 50%. One area of particular concern is the very low rate of production of engineers and technologists. For the sake of sheer economic survival, we need to address this issue. A commitment to a more educated workforce is a pre-requisite for successful implementation of technological change in the workplace.

A recent OECD report on the specific educational needs of the finance industry underlined this point when it noted "a sweeping need for workers with much higher levels of formal education and much stronger interactional skills". The report noted a dramatic decline in the manual processing work formerly done by clerical workers, and an equally dramatic change in the nature of the work done by those in the middle and upper level workers.

Let me emphasise those changing demands on the skills of the workforce in financial institutions such as banks. Once what was required was the ability to operate in a well-defined and stable environment; today what is needed is the ability to operate in an ill-defined and constantly-changing environment. Where previously most of the work concerned repetitive, straightforward and concrete tasks, today much of the work is concerned with non-routine and abstract tasks. Many staff who would previously have worked alone under direct supervision are now expected to work in groups, yet take responsibility for making their own final decisions. Where the jobs were once defined within narrow geographical and time horizons, they are typically now operating on a much broader canvas in spatial and time dimensions.

The changing nature of work carries with it very clear demands on the skills of the workforce. We should, of course, be aiming to ensure that those still in full-time education acquire a solid grounding in abstract cognitive skills and a willingness to continue learning throughout life.

While an educated workforce is necessary if we are to make successful use of new technology in the workplace, it can equally be argued that an educated community is essential if we are to make sensible decisions about technology. The Australia of the 21st century will be significantly shaped by the decisions we make about new technologies. The social impact of new technology is so profound that these decisions should be made by the community as a whole, after wide public discussion. Such a process is contingent on the community being technologically literate.

Some particular problems deserve special attention. As a community, we are not well educated by comparison with many others. Women, aborigines, people of non-English-speaking background and those in lower socio-economic groups are not well represented in post-compulsory education. It is still true that the best indicator of people's chance of success in life is the care with which they choose their parents, as exemplified by their post-code. Unless we address the question of access to the skills needed in the future workforce, we risk increasing levels of social discord.

A constructive approach to education for the future of continuing rapid technological change demands an approach based on a recognition that the initial period of full-time education must be an education for change. It must be followed by continuing access to education throughout life, making it possible for people to up-date their knowledge and their qualifications on a regular basis. I sometimes think that degrees should be labelled to indicate the year of the award; it might be no bad thing for such awards to need re-validation at regular intervals, especially in the sciences and technologies. Whatever the mechanism, the successful society of the future will be the society which is committed to life-long education. I agree with the recent assertion by Professor Tom Stonier of Bradford University that the best indicator of a nation's future prospects is the level of its investment in education. We need a commitment to becoming an educated society through flexible life-long education.

This implies a need for stronger partnerships, for the forging of better links between the education system and the rest of the community. This does not imply, however, that the universities and colleges should slavishly adopt the values of the corporate sector. A genuine partnership involves give and take. If the education system is asked to take more notice of the needs of the labour market, employers should equally recognise their responsibilities toward the schools, colleges and universities. There is a responsibility for educators to be aware of community needs, but there is an equal responsibility for industry and business to contribute positively to education. Too often employers do not contribute even advice to the education system, let alone resources, but still feel able to criticise the results. I hope this conference will focus attention on the sorts of partnerships which will produce an educated society, committed to flexible life-long education.

There are serious impediments to this process. There is a serious lack of statistical data on adult education, community education and the whole area of industry-based education and training. It is difficult to see where the problems really lie with such a poor information base. The lack of financial support for adults undertaking education in Australia is in stark contrast to the systems of paid leave which exist in various European countries. Finally, there appears to be a widespread lack of awareness of the urgency of the problem. Developing a commitment to life-long education is a vital prerequisite for economic survival.

Let me summarise what I have said today. We live in a period of rapid technological change, in which it is no longer possible even in principle for an initial period of full-time education to be an adequate preparation for life. We urgently need to develop mechanisms which will facilitate life-long education. An educated work-force is needed if we are to successfully manage technological change in the work-place, while an educated community is needed if we are to make wise decisions as a society about the pace and direction of technological change. Developing fruitful partnerships which will produce an educated society, committed to life-long education, should be an urgent national priority.

The examples of Sweden and Japan show that the future of a nation is shaped by the decisions taken by individuals and groups. This is particularly important in the area of technological change. We are not being swept along by a deterministic technology, but are creating by our decisions the sort of future we will have. There are opportunities to create a better future. Equally, we could by studied neglect inflict on our descendants a future they will not enjoy. The Commission for the Future is posited on the view that we can, by widespread discussion and careful choices, produce a better future. I hope your conference, with its commitment to forging fruitful partnerships for education, will be a significant step toward producing a better future.

Professor Ian Lowe.

PARTNERSHIPS IN EDUCATION

South Pacific Regional Conference

VICTORIAN EDUCATION FOUNDATION

Speech By

MR RALPH WARD–AMBLER (INTERIM CHAIRMAN)

Tuesday 27 September 1988

INTRODUCTION

Distinguished guests, ladies and gentlemen.

Thank you for the opportunity to participate in this 'Partnerships in Education' Conference.

I would like to begin by making some brief observations about the 'partnership theme' from a business perspective.

In particular, I would like to comment on the critical need for business/education partnerships and on the features business looks for to make these partnerships effective.

I will then speak in some detail about the Victorian Education Foundation which I regard (perhaps with some bias!) as an innovative, exciting and above all practical approach to business/education partnerships.

THE CONTEXT

SLIDE 1

A highly skilled and adaptable workforce is now more than ever, a critical determinant of economic performance.

The economy is drawing increasingly on reserves of intellectual and technical skills rather than on our traditional reserves of coal, iron ore, minerals and agricultural commodities. To be competitive in the present world Australia's traditional resource exports must be supplemented by those with a high intellectual added value.

Within traditional industries current technologies are being applied to the production process.

The quality of technology used in manufacturing processes is becoming more important than input costs and scale factors in industrial competitiveness.

For some time now, this rate of change has outstripped the ability of our education institutions to react.

There has been a growing gap. We can now identify major shortages in key areas such as computer sciences, marketing, finance and foreign languages for business. We are far short of a situation where higher education is a force for leading economic change.

Yet, it has proven a critical component in the successful structural change in many countries including Singapore, Sweden, USA, Japan and Korea.

In these countries, shifts and changes in education have favoured particular skills and particular technologies.

This is not a treatise for the elimination of humanities or social sciences. These, along with academic freedom for the pursuit of excellence and knowledge, are continuing principal roles for academic institutions. Mine is a reaction to a federally funded system which has not responded in capacity or quality to the present needs of technology and industry - and must again find its rightful leadership role.

THE BUSINESS/EDUCATION INTERFACE

SLIDE 2

I suspect there is a general view in this country and particularly amongst business people that there is something wrong with the business/education interface and that most of the blame probably lies with education institutions.

This view probably rests on the interaction of two principal factors.

Firstly, industry in Australia in the post World War II period grew quickly, was heavily protected and based on imported technology. Industry was not research oriented and did not - for the most part - aggressively seek the participation of academia.

Secondly, higher education institutions in Australia are principally funded by federal funds. As a result many institutions have had neither the freedom or the incentive to forge links with industry.

As a result, many (but by no means all) in the business world seem to believe that academic institutions do little of relevance for them - and rarely provide leadership.

I must add here that I believe the last two to three years have seen substantial change in these attitudes.

The Victorian Education Foundation is clearly aimed at changing these attitudes and initiating real change.

It provides a practical mechanism for effective partnership between education and business.

In providing this, the Victorian Education Foundation is creating opportunities for higher education institutions.

They have long held values of scholarship, the pursuit of knowledge and attitudes to standards in education which have underpinned their daily decision making.

Higher education institutions have been characterised by collegiality in decision making, and - at the most extreme - have been introspective and have tended to react to events.

The beginnings of a productive culture in the community is seeking from universities and colleges a different tradition and a different language. Words like leadership, efficient management, priority setting, client orientation, accountability and service are now being applied to universities and colleges.

The critical issue in all of this is for education institutions to respond to these needs without losing the best of the old values.

To fulfil these new roles, education institutions need a better understanding of business needs.

Conversely, business needs to appreciate and better utilise the considerable talent and facilities available to it in academic institutions.

EFFECTIVE PARTNERSHIPS

SLIDE 3

A close partnership between the business and education sectors is necessary to produce the best results. An obvious and easy thing to say. I am sure it's being said repeatedly at this Conference.

The challenge is to establish partnership arrangements which produce relevant and timely outcomes.

For its part, I can assure you that the business community is not particularly interested in partnership arrangements which involve endless workshops, seminars, committees, conferences and other forms of 'talkfesting'.

Increasingly, the business community is interested in partnerships based on:

- clear objectives and a program of activity
- a structure which allows decision making and action
- the ability to determine or at least influence key priorities

Let me now take these generalities and look at their application using the Victorian Education Foundation as a case study.

THE VICTORIAN EDUCATION FOUNDATION

SLIDE 4

The Victorian Education Foundation is showing the potential to effect significant change on post-secondary education in Victoria.

Those of you who know me will realise that I am not accustomed to using extravagant words to describe Government initiatives - at least not words of optimism or praise, though I can occasionally damn them colourfully.

However, I have made an exception for the Foundation. With only twelve months of operation behind it, I can tell you it is certainly innovative and its potential for constructive change is exciting. It is also without precedent in Australia as an example of an unregulated agent to create effective 'partnership' between business and education.

Let me exemplify by addressing the Foundation's role, structure and modus operandi through seven key questions.

Hopefully that will discipline me enough to maintain a balance between providing you with too much or too little detail about the Foundation today.

SLIDE 5

The seven key questions I will address are:-

1. What is the Foundation?
2. What is the Foundation's role?
3. What is the Foundation's scope of activity?
4. How is the Foundation funded?
5. Which industry/technology sectors have been targeted?
6. What has the Foundation achieved so far?
7. What are the immediate challenges faced by the Foundation?

Let me start-as is always appropriate - at the beginning.

1. WHAT IS THE FOUNDATION?

SLIDE 6

The Foundation was established in October 1987 with a legal structure independent of the education system.

It is a Charitable Trust which is managed by a Trustee Company (Victorian Education Foundation Pty Ltd). The Trustee Company is owned by three Ministers on behalf of the Victorian Government : (Mr Rob Jolly - Treasurer, Mr Robert Fordham - Minister for Industry Technology & Resources and Mr Ian Cathie - Minister assisting the Minister for Education).

The trustee has a Board of Directors which meets monthly and considers projects as they are submitted with unfettered decision making capacity.

The Board of Directors comprises:

SLIDE 7

Myself (Chairman) and in alphabetical order, no other
Dr Graham Allen, Chief Executive, Ministry of Education
Mr Robin Arndt, Arbitrator, Accident Compensation Tribunal
Professor Adrienne Clarke, School of Botany, University of Melbourne
Dr Ron Cullen, Chairman, Victorian Post-Secondary Education Commission
Mr Bill Dix, Managing Director, Ford Motor Company of Australia
Mr Hans Eisen, Director-General, Department of Industry, Technology and Resources
Mr Richard Pratt, Chairman, Pratt Group of Companies
Dr Peter Sheehan, Director-General, Department of Management and Budget
Mr Mel Ward, Managing Director, Telecom Australia

The Board comprises individuals, every one a leader in their field, to provide diverse inputs from both the private and public sectors. A board of directors of a quality any public company would be proud.

The Foundation's independent legal and decision making structure enables it to respond quickly and flexibly to needs. Several projects to fund courses have moved from concept to approval stage within four weeks. I can assure you that came as a considerable shock to the institutions involved!

The Foundation's independent structure enables it to work closely with but not be captive to educational bureaucracies and other interested agencies.

These characteristics of independence, autonomy and flexibility are, in my view, key to the effectiveness of the creation of a strong business/education partnership.

2. WHAT IS THE FOUNDATION'S ROLE? SLIDE 8

The Foundation was established to implement an important part of the Victorian Government's Economic Strategy. That being to better align post-secondary education with the longer term education needs of the Victorian economy.

The Foundation's key objective is to increase the quantity, quality and relevance of post-secondary education programs in Victoria in areas of critical business need.

This objective is being pursued through creating and funding programs which

- provide additional places in subject areas in areas relevant to the future needs of the business community;
- encourage business to specify its post-secondary needs and to work with academia to select the best solutions to those needs;
- invite proposals from educational institutions to develop new courses or to extend and improve existing ones to meet identified business needs.

3. WHAT IS THE FOUNDATION'S SCOPE OF ACTIVITY? SLIDE 9

Foundation sponsorship is limited to the post-secondary education sector only.

Programs and initiatives must demonstrate material relevance to Victoria's economic and technological future.

Within these caveats, the Foundation is prepared to fund places and courses from trade or certificate level through to post-graduate level.

It is also prepared to fund appropriate short courses as well as fully accredited programs.

4. HOW IS THE FOUNDATION FUNDED? SLIDE 10

The Foundation is funded by

(a) An initial capital allocation of $5 million which was provided by the Victorian Government in its 1987/88 budget. This one-off allocation is being used to establish the Foundation and to fund early projects.

(b) The voluntary diversion by business of pay-roll tax contributions to the Foundation.

All pay-roll taxpaying entities in Victoria (ie. Government departments and companies) can now nominate up to 0.1% of taxable wages as a contribution to the Foundation in lieu of pay-roll tax.

A decision to contribute to the Foundation in this way does not result in additional payments of pay-roll tax. It is not a levy or additional cost. Amounts so nominated are deducted from the pay-roll tax liability of individual companies and are a commitment to the Foundation's aims of improvement in Victoria's post-secondary education.

Despite the fact that the Foundation has been in existence for less than 12 months, almost $10 million a year has already been diverted to the Foundation. This represents in excess of half the potential maximum annual income from pay-roll tax diversion of around $18 million a year.

I am confident that the Foundation's annual level of income from this source will achieve around $15 million by the end of the year.

SLIDE 11

Major companies that have elected to divert pay-roll tax to the Foundation include ICI Australia, Capita Financial Group, National Mutual, BP Australia, Westpac, Mobil, BHP, ANZ, Coles-Myer, Shell, Control Data, Commonwealth Banking Corporation, OTC, Ericsson, Caltex Oil and Ansett Transport Industries.

In addition, major employer bodies such as the Metal Trades Industry Association, Australian Chamber of Manufactures, Victorian Employers' Federation and the Retail Traders' Association have recommended that members support the Foundation through pay-roll tax diversion.

It is important to understand that this is a most innovative method of funding. It provides a strong funding base of industry money diverted from general State revenues to be spent selectively on business relevant post-secondary education programs.

(c) A further source of funding can be in the form of endowments, contributions, gifts and other forms of financial assistance from the business community to meet specific training needs.

Such contributions constitute an allowable taxation deduction.

Specific funds provided by industry in this tax effective way can be matched by equal funding from the Foundation.

5. WHICH INDUSTRY/TECHNOLOGY SECTORS HAVE BEEN TARGETED?

I would like to emphasise once again that the Foundation's funding program is linked directly to post-secondary education programs of relevance to Victoria's longer term economic and technological prospects.

The Foundation aims to generate constructive change on a long term basis.

SLIDE 12

Consequently, the following sectors have been selected as initial areas of business need relevant to the State's longer term economic performance:

- Information Technology
- Advanced Materials
- Biotechnology
- Hospitality and Tourism
- Advanced Manufacturing Technology
- Marketing
- Finance/Accounting
- Foreign Language for Business

These arose from a review of education capacity and a study of the Victorian Government strategy. These can and will be changed.

The Foundation invites the business community to nominate other areas of strategic need.

6. WHAT HAS THE FOUNDATION ACHIEVED SO FAR?

SLIDE 13

The Foundation has been in existence for less than 12 months In that time it has sponsored 47 projects which involve financial commitments of almost $8.9 million.

These commitments have enabled education projects to a total value of $21.8 million to proceed. This will enable:

(i) An additional 1,983 individuals to undertake accredited post-secondary courses in areas of business shortage.

(ii) An additional 3,150 individuals to undertake short courses to meet specific business needs.

Foundation funds have also been allocated to development projects in areas such as accountancy, marketing, packaging, advanced manufacturing technology, waste management, wool, leather and advanced materials.

These projects have been funded to accelerate the development of specific training programs in each of the areas.

SLIDE 14

Even with relatively small amounts of money there is a spread of the Foundation's financial commitments across targeted sectors.

Results to date also show that the Foundation is capable of exerting considerable 'financial leverage' to attract additional funding and to divert existing post-secondary education resources into areas of business priority.

This leverage is being achieved by Foundation Board decisions which require financial commitments from participating education institutions, industry and traditional sources of funding as a condition of Foundation funding.

SLIDE 15

The next slide illustrates the leverage issue. It shows that Foundation commitments of $8.9 million are now either generating or bringing forward for speedy implementation education projects to a total value of $21.8 million.

I would like to dwell on the leverage issue for a moment. It is critical to understanding what the Foundation is all about.

The Foundation was not designed to achieve results through funding 'more of the same'. That could have been achieved by simply diverting pay-roll tax or other forms of revenue to agencies which have traditionally funded education programs.

The Foundation's key role is to be an agent of change and innovation in post-secondary education. It is doing this through use of its own (relatively limited) resources in combination with both new and reallocated resources leveraged from industry, education institutions and traditional sources of funding - all directed at programs of identified need, excellence and innovation.

Let me put the leverage issue in a more practical context.

The Foundation is likely to commit funds of around $10 to $12 million by the end of its first year of operation.

Assuming a conservative increase in the annual level of commitment and that the present rate of leverage is maintauned over the next 5 years, then Foundation commitments over that period of around $150 million will generate post-secondary education initiatives to a value approaching $70 to $80 million.

Though relatively small in total dollars, expenditure of that order on selected business relevant programs will exert substantial impact on the goal of achieving better alignment between post-secondary education and the present and future needs of the Victorian economy.

I fully realise that we are like the young child pushing the proverbial heavily laden wheelbarrow - the job is in front of us. Nonetheless I mention those indicative figures to give you some idea of what I believe the Foundation is capable of doing.

The Foundation is also proving to be a practical mechanism for the implementation of a range of 'educational features' to improve the quality and flexibility of post-secondary education.

The Board of Directors in its decisions is requiring some special features as a condition of funding.

SLIDE 16

- Establishment of credit links between appropriate courses to enable students to enter higher level programs with advanced standing or accreditation for work previously undertaken.
- Direct industry participation in course design, development and evaluation.
- Drawdown of approved funds to be subject to industry satisfaction with course content and implementation.
- Use of industry training equipment and facilities.
- Recognition of non-award short courses through the establishment of credit links with accredited programs.
- Provision for accelerated study (eg. summer schooling) to reduce overall course duration.

No doubt we will develop other desirable features as time goes by.

Let me give you some examples of the various approaches we are pursuing.

SLIDE 17

- **Advanced Manufacturing Technology**

New programs in computer integrated manufacture at the Northern Metropolitan College of TAFE ($1.1m)

Foundation sponsorship is conditional on:

(a) Matching ($1m) contribution from industry over three years

(b) Industry satisfaction with management and implementation arrangements

- **Language Programs for Business**

New programs in Japanese, Korean, Chinese and Arabic at Swinburne and Victoria College ($1.2m).

These funds will be applied to develop and deliver Graduate, undergraduate and short courses. Funds are also being used to develop programs in interpreting and translating for business

Funding has been provided on the basis of agreement to an on-going independent evaluation of the programs

- **Supplementary Mathematics Programs**

Following a call for expressions of interest from 18 educational institutions, the Foundation has funded four major projects to raise the mathematical competence of students undertaking engineering, science and technology related programs. Over 700 students will benefit.

Six institutions are participating - Swinburne, Chisholm/Monash, RMIT, University of Melbourne/Melbourne CAE ($777,000).

This project is an excellent example of the Foundation's ability to create competition between institutions. Funding is conditional on agreement to quarterly independent reviews of progress.

- **Scientific Instrumentation Training Centre**

Establishment of an industry 'driven' Centre at Swinburne to provide training in laboratory technology and scientific instrumentation ($460,000). Funding has been approved on the basis of a matching industry commitment).

- **Australian Pulp and Paper Institute**

Support for the education component of a new National Institute at Monash University ($500,000)

Funding for this project was approved on the basis of a $2.5m cash commitment from industry and major resource commitments from Monash University.

- **Hospitality and Tourism**

  - New '**fast track**' Graduate Diploma in Hospitality and Tourism at Footscray Institute of Technology $305,000).

- Eight new **short courses** to meet the specific needs of operatives in the industry ($345,000). Funding for these courses is conditional on agreement by the industry to fund further short courses in 1989 and beyond.

- **Development of a 'training system' or 'education structure'.**

  Discussions are proceeding with the industry, the Victorian Post Secondary Education Commission and the State Training Board to implement a comprehensive 'training system' for the hospitality and tourism industry.

  The training system will be developed to provide an industry career structure through the establishment of credit links and a defined program structure involving industry based training, short courses and mainstream programs. The system will also establish credit links across educational sectors (eg. TAFE/CAE's).

Other commitments made by the Foundation during its first six months include:-

- Introduction of a Post Graduate Diploma of **Music Technology** at La Trobe University. A direct response to the considerable international export opportunities now opening up for leading Australian pop musicians ($124,000).

- Expansion of Post Graduate programs in **computer studies** at Melbourne and La Trobe Universities ($332,000).

- Consolidation of a Master of **Biotechnology** program at Monash University ($210,000) and introduction of a Post Graduate Diploma in **Biotechnology** at Melbourne University ($78,000).

- New **Bachelor of Business (Marketing)** at Phillip Institute of Technology ($111,000).

- Development of a new two-tiered Associate Diploma/Degree in **Accounting** by Holmesglen, Chisholm and Victoria College ($55,600). This initiative will enable students who complete Year 1 of the Associate Diploma in Accounting at Holmesglen to choose between the options of transferring to Year 2 degree studies at Chisholm or Victoria College or of completing the Associate Diploma in reduced time.

Well so much for the theory and so much for the past - what about the future!

SLIDE 18

7. WHAT ARE THE IMMEDIATE CHALLENGES FACED BY THE FOUNDATION?

The Foundation faces two immediate challenges.

Both involve encouraging greater business involvement in the Foundation's activities.

The First challenge is to continue to raise the level of pay-roll tax nominations from industry.

If there are any representatives of organisations which have not yet diverted a pay-roll tax contribution to the Foundation, would they please obtain a copy of the Foundation's Newsletter 'Update' before they leave today. The Newsletter contains a tear-away nomination form. Please complete it - it costs absolutely nothing to participate!

The Second challenge is for business to take the initiative and become directly involved in specifying its education and training requirements. This is critical if the Foundation is to achieve its key objective of meeting the education and training needs of industry.

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In conclusion, I hope that I have been able to provide some useful observations, from a business perspective, on the need to establish more effective business/education partnerships if we are to achieve better alignment between the business and education sectors.

In particular, I would hope that conference participants will take some account of my comments about the key features business seeks in such partnerships.

I believe that the Victorian Education Foundation embodies the best of these features and that it warrants my description of an innovative and exciting initiative.

The Government of New South Wales obviously agrees. It recently announced the establishment of an identical organisation.

Thank you again for the opportunity to participate in your Conference.

(jr607)

"AUSTRALIAS INVOLVEMENT IN EDUCATION IN THE PACIFIC: PARTNERSHIP OR PATRONAGE?"

TUPENI BABA.

INTRODUCTION.

The aim of this paper iS threefold, first it examines the development of Australian involvement in education in the Pacific; second, it examines the motives of such involvement; and finally it raises issues arising out of such involvement and suggests ways future relationships would involve both the consideration of the interests of the donor and recipients.

The theme of this Conference "Partnerships in Education" has already received some analysis and comments and my own comments will be limited by the perspective of my paper. Partnerships of whatever type - whether it be of equals or unequals - are held together and sustained by mutual interests. If the interests that develop into partnerships are mutual, then they must clearly serve the interests of all the groups involved. If in our case the nature of our concern is education, as against say, trade or commerce, then there is an added responsibility on all involved to ensure that, what is perceived to be mutual interest should not only be of short term concern, it should also not be narrowly based so as to overlook the wider interests of all sections in a nation.

Similarly education is often perceived in terms of short term and functional objectives such as the need to provide manpower or womanpower demands of government and industry. When such is the dominant policy view, other considerations which address a broader and more long term concern such as the development of peoples critical and social consciousness are often neglected. It is amazing how effective the advocates of the earlier view have been in the Pacific as could be seen from an examination of many national development plans in the region. On the other hand, the fact that many such plans have been relegated to the shelves, are indications of the lack of success of such an approach to evaluation. Because, inherent in the approach is its own weakness: the difficulty and indeed the danger of reducing education objectives to market demands or worse, to regard education merely in terms of its market value.

THE COLONIAL PERIOD.

Australia's involvement in education in the Pacific can be categorised in three stages, the colonial period, the post-colonial and the neo-colonial period.

The colonial period started during the second half of the 19th century when the Australian (and New Zealand) missionaries began to be dominant in the missionary activities in the Pacific. Although initially the missionaries were from the United Kingdom and Europe, their activities were gradually assumed by Australians and New Zealanders.

The churches took an active role in education in the Pacific and as the English and European missionary numbers dropped the numbers of Australian and New Zealand missionaries correspondingly increased and so did their activities in the field of education. In the case of Fiji, 70% of all the missionaries that served there during the years 1916-1938 came from two Australian states, Victoria and New South Wales.

Initially, the involvement was limited to the mission schools and it extended to government schools which were established later and which took over the missionary system, though not completely.

The mission schools were not only concerned with the evangalisation of the nations, they also attempted to provide an alternative way of life for them. The curriculum of the mission schools was focused on the type of life the nations were expected to live. The medium of instruction was usually the dominant vernacular in the area; it included the three R's, a teaching of hygiene, carpentry and agricultural skills and of course the teaching of the scriptures.

Through the involvement of governments in education, the focus of education shifted from a total concern with the life that the people were expected to live to the servicing of the colonial administration. Education began to be concerned with the training of clerks and public servants. The curriculum began to emphasise the teaching of the metropolitan languages of the colonising nations notably English, French and American. There was a wholesale importation of the curricula of the colonising powers and there was consequently a shift to more academic learning. The adoption of colonial curricula and learning became complete, when even the external examinations of the metropolitan countries were adopted. All these examinations were replaced well after political independance of these countries. The only one that is currently in use, the New Zealand University Entrance Exam is in the process of being replaced.

Australia's involvement in education was carried out at the state level. The Queensland and NSW examinations were used in Papua and New Guinea respectively. Victorian and NSW systems influenced the systems in the Fiji, Tonga, Solomons and Nauru. At the same time New Zealand became involved in the Cooks, Niue, Western Samoa and Tokelau. As the New Zealand examinations, particularly its School Certificate and University Entrance, became widely adopted, the New Zealand influence in education became more dominant especially to the Polynesian and Micronesian islands including Fiji.

The colonial period, for the countries in the Pacific colonised or administered by the United Kingdom, Australia and New Zealand, came to an end at the independance of Vanuatu in 1978.

However the French territories of New Caledonia, Walles and Fatuna and French Polynesia continue to be administered by France in a colonial way. The American Territories like American Samoa and Guam are similarily administered by the United States and less so in the affiliate island groups which have gained some measure of self government such as Palau, North Mariana, The Federated States of Micronesia and the Marshall Islands.

It is an arguable point, whether the French and American administered islands in the Pacific are still at the colonial stage or not but it is clear because the people in these islands do not yet have true self determination of their own affairs it can be said that they are still at the colonial stage. It is recognised however that in some of the American administered territories in the Northern Pacific where a degree of self government has been achieved, it could be argued that they are no longer at the colonial stage. It needs to be noted however that despite the granting of such degrees of self government, many matters affecting foreign affairs and defence are controlled by the United States.

In the field of education for both the French and American administered islands, their curriculum orientation and school system are clearly dominated by their respective metropolitan powers in much the same way that the curriculum and school system of former Australian, British and New Zealand posessions were before independence.

THE POST COLONIAL PERIOD.

In the 1970's during the period when most of the countries formerly administered by Australia, UK and New Zealand had achieved or were in the process of achieving independence there was a strong desire in the region for more relevant education in terms of the needs of the countries involved. There was wide recognition of the fact that much of what had been taught had not been relevant and that the examinations set from the metropolitan countries gave little opportunity for the study of local environment, history and culture.

This led to the establishment of a Regional Curriculum Development Project late in 1970, at the University of the South Pacific in Fiji, funded by UNESCO. This was charged with the task of assisting the development of relevant curricula for the region. The countries involved in the project were those that had been formerly administered by Australia, New Zealand and by the United Kingdom excepting Papua New Guinea.

There was also a strong move on the part of the above countries to establish an examination board to assist in the development of local examinations. This was finally established in 1978 with the use of Australian, New Zealand and UK funds and became known as the South Pacific Board for Educational Assesment (SPBEA).

Australia had also been involved with the Morris Commission in 1966 that recommended the establishment of a regional university, the University of the South Pacific which was to meet high level manpower needs of the countries of the region. Earlier, it had established the University of Papua New Guinea for a similar purpose. Australia was directing its aid to assist the countries of the region to set up institutions and organisations to meet its needs. In the 70's, Australia and New Zealand directed their multilateral aid to the region for the development of capital and staffing assistance to enhance the capability of the USP in meeting the needs and demands of the region. Australia did the same for the University of Papua New Guinea and the new University of Technology also in Papua New Guinea.

In the area of scholarship, Australia provided awards under the Commonwealth Scholarship and Fellowship Scheme for the training of students from the Pacific in Australia. In addition it also provided the Australian South Pacific Technical Assistance Program for training in Australia of sponsored personnel from the region.

Australia's policy on Education at the time as reflected in the Report of the Senate Committee on Foreign Affairs and Defence 1978 (The Sims Report) was to give support to the move to make education relevant to the needs of the region and to examine the extent to which it could assist with the provision of facilities for technical, agricultural, marine, mechanical, medical anmd social welfare training consistent with island requirements and preferably in the Islands!

The Sims Report supported the notion that training should be provided in Australia only if such is not practicable in the islands.

"Training should be provided in Australia only when not practicable in the Islands. The Committee welcomes regional co-operation in education particularly the establishment of university extension centres by the University of the South Pacific in the Islands outside Fiji. The committeee supports the proposed Board for Educational Co-operation (sic) and recommends that Australia should be prepared to assist if requested in this area" (page 5.)

Commenting generally on Australian development and assistance the Sims report said ....."it is the committee's view that all Australian development assistance must be implemented in such a way that it provides the maximum benefit to the people of the South Pacific (page 4).

The view of the Sims Committee was endorsed by another committee, the Education and Training Mission to the South Pacific which was set up by the Australian Development and Assistance Bureau (ADAB) in 1981 headed by Mr C.E Terrell, the Assistant Secretary of Development and Training Board of ADAB. The Terrell Mission reiterated the need to support the Islands in human resource development so as to increase their self reliance and decrease their dependence on expatriate personnel. In doing this, the mission said:

"Australia should recognise the regional role of USP by encouraging countries of the region to make maximum use of its facilities and generally to limit opportunities to study in Australia to areas in which the USP is unable to offer a service or in respect of which time is a particular need outside the region" (page 10)

The Mission noted the development of a number of national tertiary institutions in the region and it suggested that those institutions should be used whenever appropriate and that a third country training award scheme be set up to facilitate and rationalise the training of people in these institutions. This meant that if scholars were interested to study in an institution within the region eg The Fiji School of Medicine, UPNG, Atenisi Institute in Tonga, they could do so with these awards.

Shortly afterwards, the Australians set up another committee to review the whole of Australia's aid programme in 1984. This committee was headed by Mr R.G. Jackson and its recommendations overturned Australia's policy towards the development of self reliance with its neighbours for policies directed towards self interest.

NEO-COLONIALISM.

The Jackson Committee directed its attention on the whole question of Australian aid but there were specific recommendations, relating to the South Pacfic which in themselves reflected its overall position, that of self interest.

It is of interest to note however, that the Jackson Committee's philosophical position with respect to aid and development is difficult to fault until one begins to examine its specific recommendations. The Report says:

"The overriding thrust of aid policy is development: indeed aid has become synonymous with developmental assistance. Sustained development is dependant on growth with equity. Without growth there can be little redistribution. Without equity, growth does not lead to development. If the majority of the population does not benefit, the impetus for development is lost: growth trickles away into sand. To be effective, aid policy should be focused on helping developing countries achieve growth, that alleviates poverty and improves income distribution..." (page 3).

The Jackson Committee supported the concept of equity and the need to ensure that aid benefits the majority of the population but on the other hand it undermines in its recommendations, at least in education, the development of self reliance.

In education the Jackson Committee recommended a more liberal policy in the number of overseas students entering Australia. It favoured the use of bilateral aid, to send some students to Australia and recommended the strong involvement of Australian Colleges of Advanced Education and Technical and Further Education institutions.

At the same time, the Jackson Committee was not happy with multilateral aid and it recommended that it be held at the 25% level of Australia's total aid budget. This took place at a time when there was a steady increase in bilateral aid.

The Jackson Committee's recommendation laid the basis for the direct involvement of Australian institutions with education projects in many of the countries of the region with the use of increased bilateral aid.

This lead to many so called "bucaneering" activities as described in another paper. There was 'fast bucks' to be made and for some institutions the activities took up the 'slack' where there had been a decrease in student numbers. The activities that were funded could easily be done by staff of the USP through its Institute of Education and School of Humanities (formerly School of Education). But this was certainly the intention of ADAB despite the fact that over half the staff of USP were from the region and who had built over the years considerable expertise in the kinds of activities being funded. The net effect of this was the undermining of the University of the South Pacific and its regional capability and creation of great dependence on Australian institutions.

Even, in areas, where Australia had been involved with multilateral projects in education as with the World Bank project, in the Solomons involving millions of dollars, Australia had made sure of the involvement of its own academic and related personnel in activities which could easily be handled by academic and professional staff in education from the region.

The recent policy of the sale of education as an item of trade in the market of Asia and the Pacific, is designed to further enhance Australia's investment by drawing resources from its neighbours. According to the Minister for Employment, Education and Training at least $100 million could be made from it. It is certainly a 'fast buck' and a big one at that, but at what cost? The words of the Minister are unequivocal when he said:

"The point is that we have a valuable product for which there is overseas demand. If overseas individuals, organisations or governments are willing and anxious to buy that product - and if it does not entail a diversion of resources away from Australian students - why should we deny them our expertise in this area? And surely charging for the service is preferable to providing it free of charge - that would indeed be to divert service resources from Australian students" (Dawkins 1985:16).

The two aspects of the above policy involve first, the "sale" of education programmes by Australian institutions abroad and the other, the attraction into Australian institutions of full-fee paying students. This will have major implications on not only the nature of tertiary institutions in Australia but also on the nature and capability of tertiary institutions in Asia and the Pacific. Moreover, it will have a destablising effect on the long term relationship of countries in the region and Australia.

CONCLUSIONS.

Australia had developed and upheld for sometime, genuine partnerships with its neighbours in the Pacific. At that time it had an enlightened policy with respect to assisting the Islands meet the problems they regard as being important for themselves. At the same time it enhanced the capability of the Islands, through their institutions and organisations to be self reliant. There is a grave danger that the recent policies will set at risk that partnership which had worked and led to mutual benefit of both Australia and the countries of the region.

The words of Sir Paul Hasluck might remind us of the hopes and challenges that we need to bear in mind always when he addressed a gathering of professional educators some twenty years ago:

" My hope for my fellow Australians is that we may lift ourselves out of the past into the present to look at our neighbours as they are, not former "colonial posessions", not romantic heros of liberation, but as neighbouring nations, now independant as we are to face up to the responsibilities and the urgant demands of surviving and developing" (Hasluck, 1965:6).

TUPENI BABA
University of the South Pacific, Suva
27.9.88.

Charles Fox, Tupeni Baba, Luke Taita and Tomas Seta enjoying a break.

REPORT BY THE RAPPORTEUR TO THE FINAL PLENARY SESSION .

Helen Kimberley.

This report will, of course, reflect merely my experience of the conference and a perspective determined by my own view of the world.

I come to the Conference having been actively involved in the Neighbourhood Learning movement for the last eleven years and for longer than that having been involved as a parent in school community involvement. I was teacher and parent during the education revolution of the late sixties and early seventies.

From this I bring a total commitment to a number of principles which, I believe, underpin meaningful education both in theory and in practice. Such principles are founded in notions of social justice that embrace a grass roots approach to learning. They tell us clearly that education should be enabling, that power is owned and shared by learners and that all learners are also teachers and teachers learners. The most powerful learning results from praxis and for praxis to take place, learning should be controlled and directed by the community of learners.

Lifelong learning is every person's right and responsibility and should involve caring and sharing, networking and support so that every individual has a real opportunity both to make real choices, thus determining the direction of their own lives, and to participate in decision making, at all levels, that effect their lives.

These are the principles upon which the Neighbourhood Learning Movement in Victoria is founded and can be traced in large part, to the writings of Friere and Illich.

This said, my overall impressions of the Conference must be heard in this context.

Impressions

The Conference, entitled "Partnerships in Education", has suggested to me that where we are now in terms of one large partnership and that is, that although we operate some very successful partnerships in themselves, these often either exclude or even inhibit the development of other partnerships and preclude the development of a holistic entity which is community learning.

For me, the Conference leads to both optimism and dismay.

I am optimistic to have seen
- that we can honestly share, listen and learn
- that we want something better for the world than what we now have, and that we will work and I hope, fight to achieve this.
- our increasing commitment to life long learning, that what Faure said in 1971, is still, even more relevant today.
- that the debate centred on vocational verses generic education seems to be moving a little closer to resolution, certainly in

comparison with the stances asserted even in 1986.

I am dismayed by

- the power of the economic rationalists in the education debate. An economy driven world will never forge peace and well-being while ameliorating factors such as social justice and the development of positive human relationships have less status on the national (or world) agenda.

- the distance into the future that we have to look as we seek the ideals reflected in a unifyingfaith in humanity.

In moving from the preconscious oneness of undifferentiated unity (where differences are not yet recognised) to the conscious "manyness" of differentiated individualism (where differences dominate and are divisive), the world puts too much emphasis on

here
now
me
the ethnocentric us
the classbound us.

The us of common humanity and true altruism is still a far off ideal. The consoling factor is that, in terms of the psychic evolution (1) of humanity we are, willy-nilly, on the path to superconscious oneness where differences are resolved or cease to cause division.

Other things I learned at the Conference.

My assumptions were challenged by

- Tupeni's concerns about the export of education
- Les Claydon's concerns about meaning in the activities of USA

Some conference participants were concerned that speakers so often conveyed "an everything is great" attitude. Although this was certainly evident, for me that was cited as successful was often viewed critically and challenged by the question "Successful for whom?"

I was pleased to hear speakers and participants attempting to put to rest the dichotomy between what is educational and what is vocational but I'm certainly not yet confident that in the wider community much of what is touted as vocational is not really, only occupational.

I was pleased too, to hear from Greg Ramsey, that the National Board of Employment Education and Training will listen to Adult and Community Educators. We should certainly hold NBEET to honouring this commitment.

Did you notice the effect of Bill Cirone's action as he took time to ask every participant at the conference to introduce themselves? The inclusion of the personal has always been regarded by the Neighbourhood Learning movement as essential to sucessful learning. Of course Bill is right when he emphasises the importance of networking. His whole exposition was exciting.

Let me also remind you of some statements and concepts which emerged at the conference which were certainly important for me in informing and challenging my thinking. Let us reflect on

"A unified statement engenders effective action"

"Shared values and shared responsibilities are the lubricant for effective solutions"

"People are not powerless if partnerships are forged" and its corollary

"Benefit must be mutual"

"We need to encourage win-win situations"

"You can throw out the challenge but not impose the conditions"

"Authoritarianism in industry is anathemia to economic success"

"People do not allow distinctions between work and non-work"

"There are too many silent partners in education"

"Education begins at home grounded in cultural traditions"

"A teacher is a trained stranger"

"Community as defined by the Conference is anthropmorphic"

"People must be convinced both by economic necessity and by quality of life"

"I like it when the process demonstrates the content"

"Our conscious actions must not allow unconscious neglect"

"Funding should never determine what the community wants"

"Networking is an empowering process"

"Community is essential"

"We need to work from where people are"

"We need to shed carelessness and arrogance and modify our products to meet the needs of other countries"

"Notion of time banking - donations of time on the basis of future effort"

"Ask who will benefit, who be disadvantaged by what we do"

"Enthusiasm at the grass roots is waning"

"Don't abuse your potential partner"

and about

> The Waitangi Treaty and the efforts being made to create a society which reflects its spirit.
>
> The spontaneous drive to create new communities in societies where the old sense of community has been destroyed.

Some final reflections:-
I think it would have been better to begin the Conference with a sharing session as well as end it this way. People need to know " where others are coming from"

Piere Terihard de Chardin in 'The Phenomenon of Man" (2) speaks of life as a seamless web. As we have noticed at this Conference there are too many seams in the world, too many seams in education. We learnt in the workshop based on Haberman's writings that lifeworld, with its orientation towards experience is still uncoupled from systems, which are oriented towards success, are still uncoupled in our society. This is a threat for all of us and one with which the Pacific peoples are wrestling.

I do, however, think that the Conference, as a whole, has made a contribution to weaving a smoother and seamless fabric of life.

Footnotes:

(1) Ken Wilber Up from Eden
(2) Peirre Terihard de Chardin The Phenomenon of Man.

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ADULT ENVIRONMENTAL LEARNING

Ofelia Suarez Chambers.
New Zealand.

Two case studies are presented.

1. The Venezuelan Programme on a National Scale, **"Toward an Ecological Society"**, was sponsored by the Governor's Office of the Federal District and the Simon Rodriguez National Experimental University (Caracus, Venezuela. 1979-1982)

2 The **"Recovering Waste Land Educational Project"**, sponsored by the "Christchurch Environmental Educational Trust", in co-operation with Special Programmes Department of the Christchurch Polytechnic (New Zealand, 1985-1988).

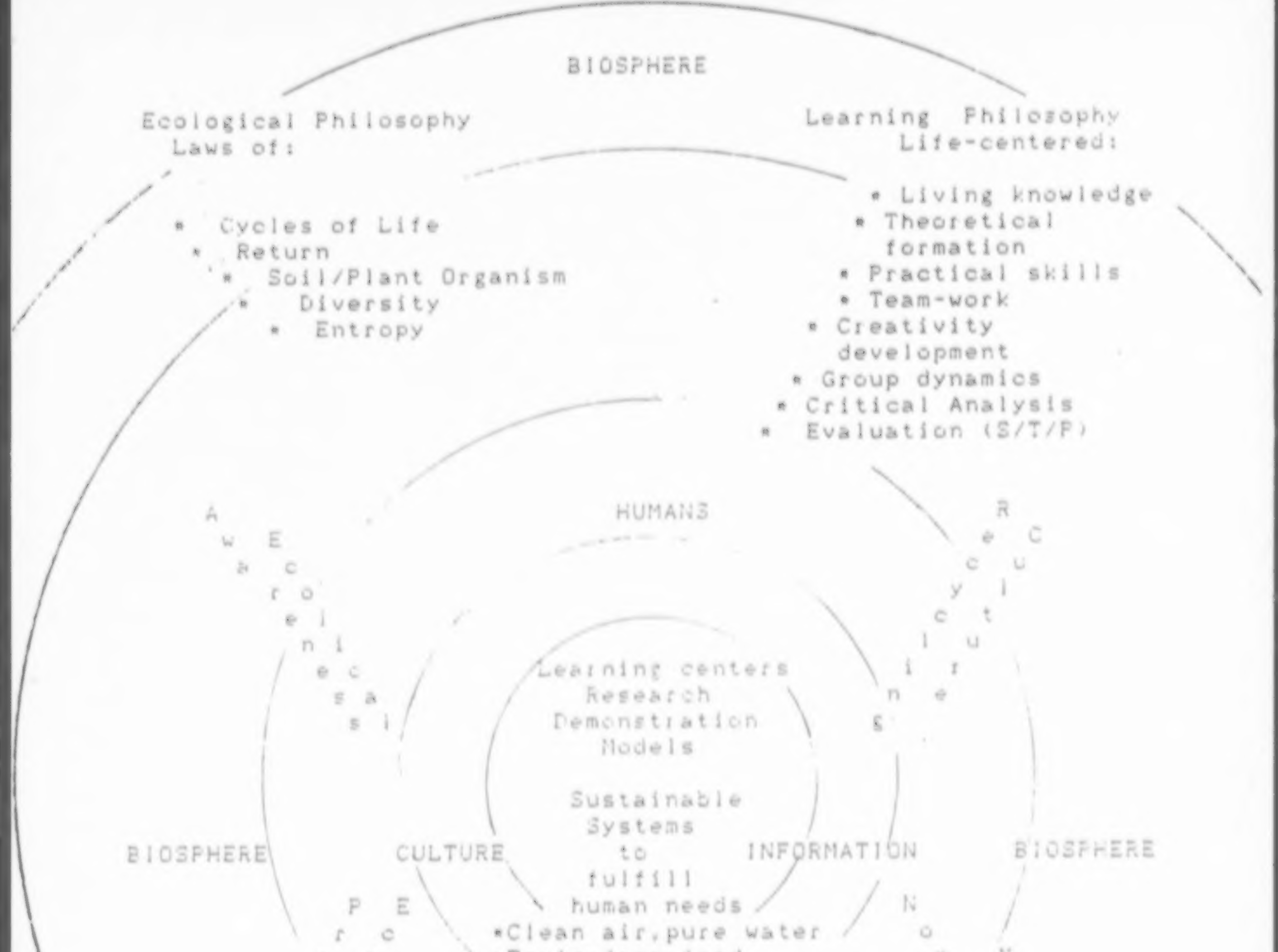
The aims of these two projects are based on real needs of the adult population:

1.1 Environmental needs: Conservation and protection of natural resources, understanding the ecological laws of interdependence of life cycles, diversity, return, soil/plant-relationship and entropy, for the design and implementation of sustainable systems towards social eco-development.

1.2 Socio-economic needs: The rural/urban division of the consumer's society, tends to concentrate the population in two extremes: the commercial farming system, meaning individual families managing hundreds of hectares of land under monoculture, use of synthetic-toxic substances and a high input in machinery, fossil fuels and electric engines. On the other hand, the urban population of the mega-cities, living in flats or building new houses with less space for food growing, is more dependant on the centralised services and the commercialised food systems than those who lived one or two generations ago. Gigantic corporations are controlling all levels (including scientific research) of the food-chain for plants, animals and humans, from the seed to the table. The young generation is facing this perspective of dependence, without knowing the perspectives of sustainable self-reliance and decentralized, bioregional, ecological development.

1.3 Environmental learning needs: The information about environment and ecology, has become a very specialised, highly academic domain, almost unaccessable to popular understanding. Environmental learning is not included as an integral part of the curriculum in the educational system. Adults need to know how to produce their own food, energy, fiber, shelter, minimising and eventually eliminating the production of wastes.

The two environmental learning programmes in Venezuela and in New Zealand are based on the following context:



BIOSPHERE

Ecological Philosophy
Laws of:

- Cycles of Life
- Return
- Soil/Plant Organism
- Diversity
- Entropy

Learning Philosophy
Life-centered:

- Living knowledge
- Theoretical formation
- Practical skills
- Team-work
- Creativity development
- Group dynamics
- Critical Analysis
- Evaluation (S/T/P)

HUMANS

Awareness

Ecological

Recycling

Culture

Learning centers
Research
Demonstration
Models

Sustainable
Systems
to
fulfill
human needs

BIOSPHERE

CULTURE

INFORMATION

BIOSPHERE

- *Clean air, pure water
- *Toxic-free food
- *Energy-efficient shelter
- *Living soil
- *Decentralized Energy
- *Freedom of consumerism
- *Self-permanent learning

CRITICAL CONSCIOUSNESS
DEFENSE, CONSERVATION, ENHANCEMENT
OF THE NATURAL ENVIRONMENT

Productive

Eco-systems

Non-Polluting

Methods

Contents of Learning:

- Learning units related to natural environments to numan-made environments
- Network(L.B/R.N.I)
- Community pilot-projects (children, young, adults, secluded, disabled)

Educational strategies:

- Inter-institutional cooperation.
- Sharing Resources
- Multiplying agents
- Media as educational agents

BIOSPHERE

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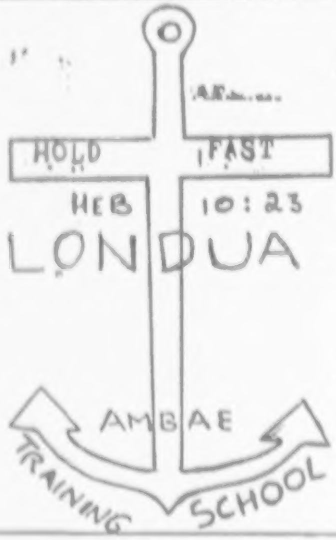

HOLD FAST
HEB 10:23
LONDUA
AMBAE
TRAINING SCHOOL

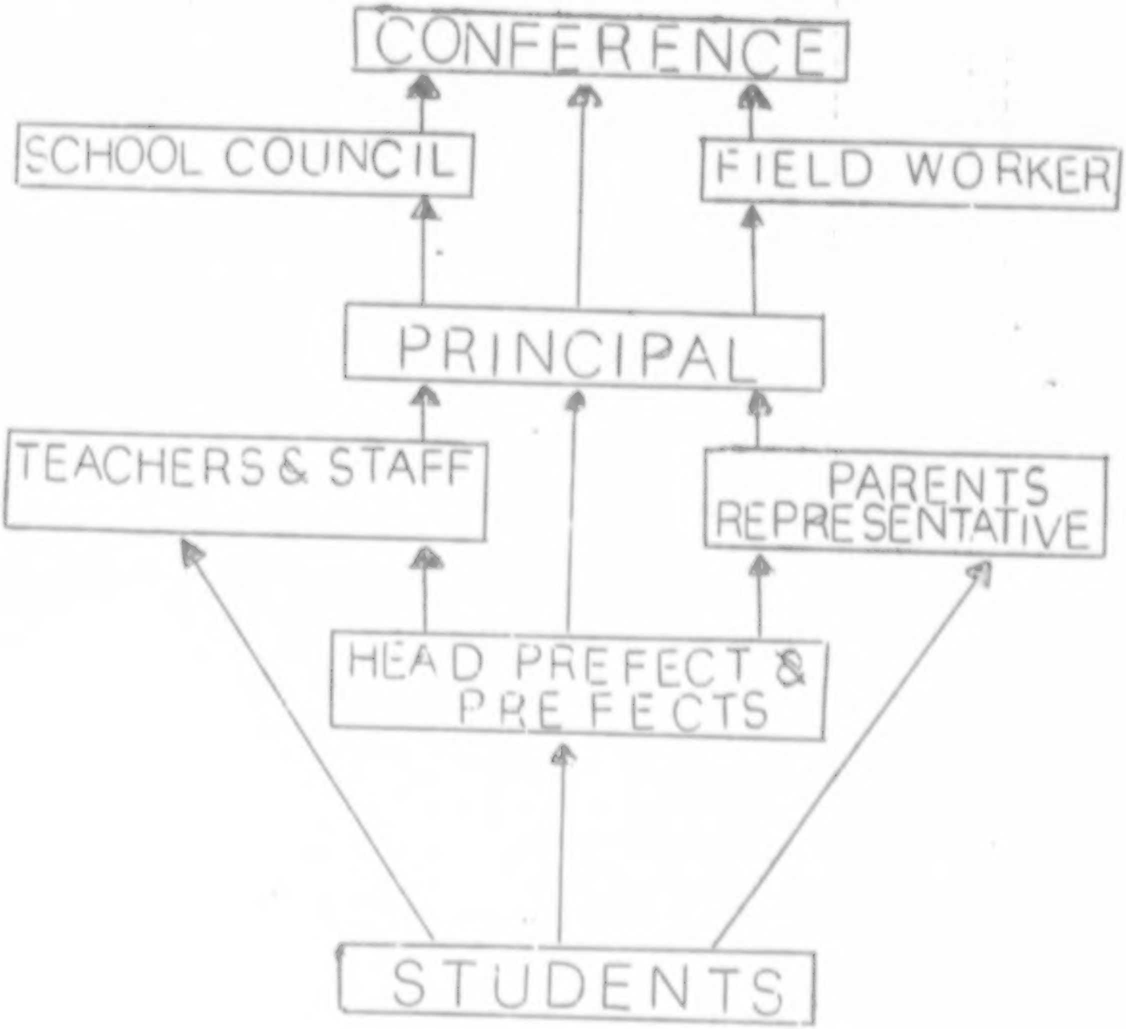
PASTOR WILLIAM VUTI
DEPUTY PRINCIPAL
LONDUA VOCATIONAL SCHOOL
WEST AMBAE
VANUATU

TOPIC -WHAT IS BEING DONE TO HELP SCHOOL LEAVERS AT LONDUA SCHOOL, AMBAE, VANUATU, SOUTH-WEST PACIFIC.

BY

PASTOR WILLIAM VUTI
DEPUTY PRINCIPAL
LONDUA VOCATIONAL SCHOOL
WEST AMBAE
VANUATU

LONDUA SCHOOL STRUCTURE


CONFERENCE
SCHOOL COUNCIL
FIELD WORKER
PRINCIPAL
TEACHERS & STAFF
PARENTS REPRESENTATIVE
HEAD PREFECT & PREFECTS
STUDENTS

THE CHANNEL OF COMMUNICATIONS FROM THE STUDENTS AND OTHERS TO THE SCHOOL AUTHORITY.

1988 STAFF AND RESPONSIBILITIES

NAME	RESPONSIBILITIES	SUBJECTS TAUGHT
LUKE GARAE	Principal	Maths
PS. WILLIAM VUTI	Deputy Principal School Chaplain, Warden, and School Caterer	Agriculture -Theory/Practical, Give Bible study in the evenings
ESAIAS TOKA	Staff Chairman	Religious Knowledge esp. Old testament, and Singing
MARIE VILA	School Secretary	
KERRY SCHULZ (Australian)	Librarian Nurse	English
AROLYN PETER		French and Sport
PETER SCHULZ	Instructor of Joinery and Maintenance	Joinery -Theory/Practical
REAN JEREMIAH	Assistant Instructor	
RITA WILSON	Dress-Making Instructor	Sewing
ANNETTE VUTI	House Mistress	Home Science, Weaving and Needle work
HARRY SPOONER	Driver and Messenger	
SIMEON ROVO	Baker (bread)	

SCHOOL DESCRIPTION

The school known as Londua Vocational School is situated on the West of Ambae, an Island in the Northern part of Vanuatu. Where it is now, there used to be a full Primary School which had been established by the Church of Christ missionaries. The training school is still looked after by the missionaries through the Australian Overseas Mission Board, though the Vanuatu Government at times offers some assistance.

The majority of the school-staff members are ni-Vanuatu. At the moment there is only one young couple from Brisbane who have joined the ni-Vanuatu members of staff. Students from all over Vanuatu group attend the School. This year there are 110 students of whom 56 are boarding. The remainder are day students who live in and come from the nearby surrounding villages.

TYPE OF STUDENTS AND AIM OF THE SCHOOL

The students who attend the school are either drop-outs from Primary or Secondary Schools or who leave schools and do not have the opportunity to continue with their education. The school's aim is to train them to go back to their own rural communities and start their own little industries.

WHAT IS BEING OFFERED/TAUGHT IN THE SCHOOL

There are two aspects of education: academic and practical, which are very important for the students. They need to go through both aspects to be "equiped" before returning to their own communities and put the skills or knowlege into practice.

ACADEMIC TRAINING

The students go through an academic period of two years namely, year 7 and 8 before learning the practical skills offered by the school. The syllabus used for the two academic years is basically the same as that used by secondary schools in the country. English, French, Maths, Science (Basic), Social Science and Agriculture form the core subjects studied. Nutrition is an additional subject taught only at the year 8 level. Activities other than academic subjects are Scouts for boys and GirlGuides for girls. These are icluded in the school timetable.

CHRISTIAN EDUCATION

Moreover, religious instructions on Christianity is taught and emphasised in order to fulfill one of the objectives of the institution which is, to produce young ni-Vanuatus who are not only "equiped" academically or in skills learnt but who are also spiritually orientated. Hence, the students participate in different activities to foster this particular principle.

Firstly, there are Bible studies which the school-chaplain holds at certain evenings of the week for different groups of students. Then there is the Christian Endeavour (CE) which is an assembly of young christians who meet and participate in various things such as singing, praying, drama and playing different games. CE is held every Friday evening. Singing class is another activity that students take part in. It is held twice a week in the evenings for just the boarders. All theses activities serve to develop in the students christian knowledge but more importantly to shape their personalities in accordance with spiritual principles.

PRACTICAL SKILLS

The girls are expected to learn Home Science immediately after their two years of academic studies. They take two years to complete their Home Science course after which they graduate.

Home Science includes sewing, nutrition, needlework and cookery. Weaving is also taught. For example, they are taught how to weave baskets, fans, grasskirts and mats using pandanus and coconut leaves. At the end of the two years the girls graduate and are considered qualified to start their own industries using the skills learnt at the institution.

Concerning the boys, they have the same length of training as the girls. They do carpentry and joinery. And at the end of their training they graduate.

There are two levels of joinery that the boys go through. In the first and second year, the boys concentrate on just joinery and obtain a certificate at the end. However, during the third year some book-keeping is taught besides joinery and a certificate is also achieved. (See copies of certificate attached)

AGRICULTURE LEARNING

Agriculture, one of the core subjects taught at school, is very important in terms of its practicality to the students. The students can apply what they learn from this when they return to their own villages.

The subject is taught to Year 7 and 8 students as mentioned earlier. The students, besides studying it as a subject, have a time set apart in the timetable when they can leave the classroom to do certain experiments.

There is a piece of land that is approximately three hectares which the school uses to plant their own vegetables as well as doing their agricultural experiments. This is virgin land and about 2 hectares has already been cultivated. This piece of land is about 7 kilometres away form the school so everytime a class of students needs to go there for lessons, the school-truck has to transport them there and back.

Two members of staff supervise the students while they are out in the "gardens". Each class of students goes there once a week and spends a whole day there. While in the garden, the students learn how to plant cash crops such as cocoa, coconuts, fruit and various kinds of vegetables such as yams, taro, corns, cucumbers, pineapples, watermelons, paw paws, cabbages, lettuces, peanuts, white onions and tomatoes.

EXTENT TO WHICH THE AIM OF THE SCHOOL IS ACCOMPLISHED.

The students who graduate from Londua Vocational School have a certain amount of knowledge with which they can utilise when they return to their own villages.

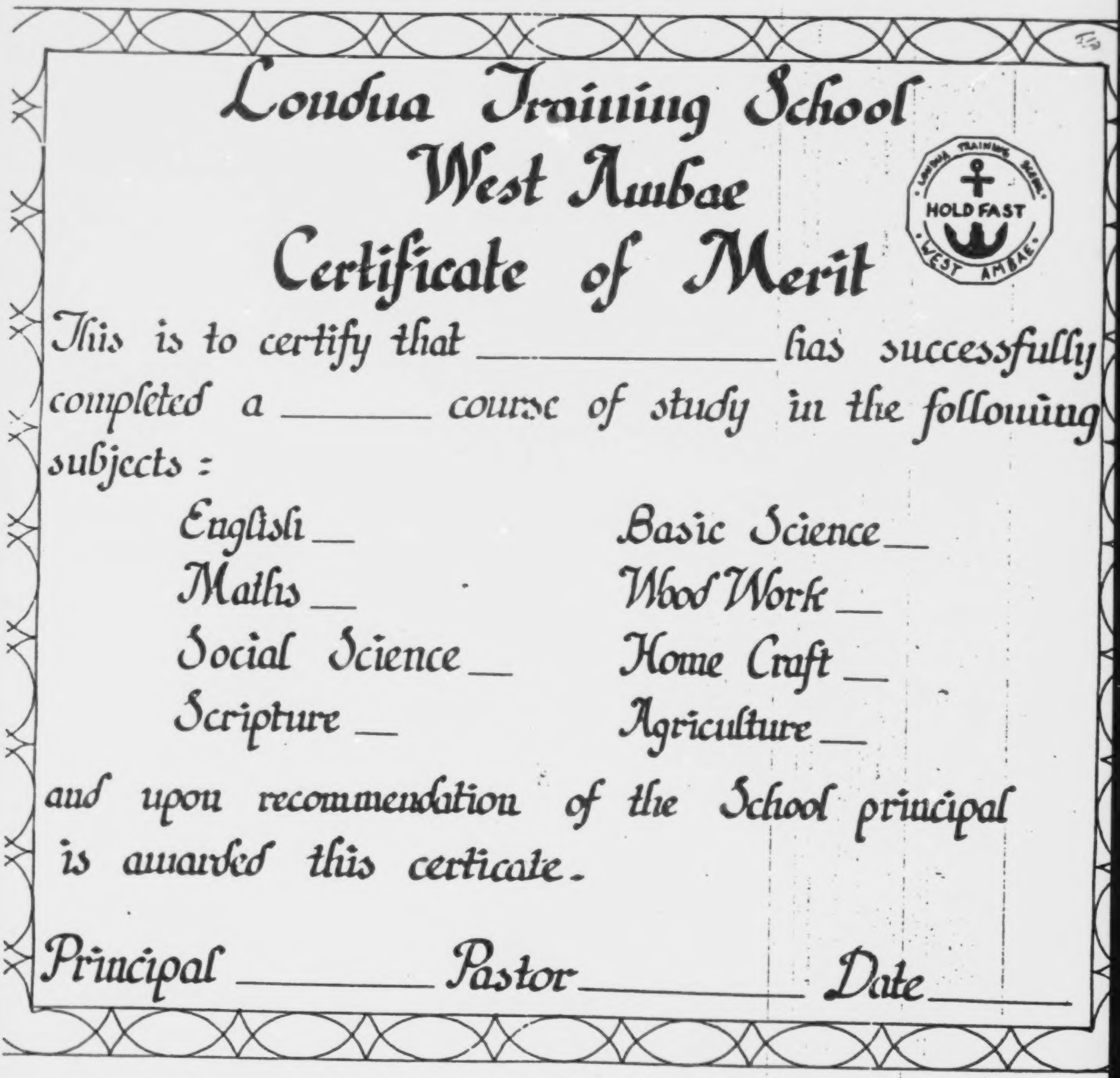
However, most post-graduate students look for white-collar jobs in the two towns of Vanuatu, namely, Luganville and Port Vila soon after they have graduated. In this light, it is obvious that the aim of the school is not fulfilled by such students. On the other hand, there are certain students whom I personally know who have actually returned home and began some kind of industry. For example, there is established in Vina Loom, on Malekula, a small scale industry of Joinery by Alec Bong, who graduated in 1984.

Another case is about two students who also set up another joinery industry at Ranwash, on Pentecost Island which did not last. Instead they went to Luganville and found certain maintenance job there. A similar case concerns a student by the name of Charlesworth Bani, from Ambae Island who succeeded in establishing one which is still going. However, someone else is managing it, for he is recruited as a woodwork teacher by one of the Secondary schools in the country. His industry produces such furniture as tables, chairs, stools, wardrobes, wooden suitcase and beds for the public who wants them.

Most of the girls, on the other hand, go to the towns. Some of them are employed by Chinese or ni-Vanuatu businessmen to produce garments for sale. However, most find and do white-collar jobs.

The trend that post-graduate students take then is not returning to their villages to apply the knowledge or skills they acquire but moving to towns and finding "good" jobs that are normally sought after by more qualified ni-Vanuatus. Therefore, it is the view of the schoolstaff and the school-council shared by the church of Christ conference that the standard of the Training School be maintained and improved to meet such a trend.

On the following pages are some of the copies of the certificate awarded at various levels to students by the Londua School.



Londua Training School
West Ambae
Certificate of Merit

This is to certify that ____________ has successfully completed a ______ course of study in the following subjects :

English __
Maths __
Social Science __
Scripture __
Basic Science __
Wood Work __
Home Craft __
Agriculture __

and upon recommendation of the School principal is awarded this certicate.

Principal ________ Pastor ________ Date ______

HOLD FAST

HEB 10:23

LONDUA

AMFIAE

TRAINING SCHOOL

CARPENTRY COURSE
CERTIFICATE

THIS IS TO CERTIFY THAT ....
HAS COMPLETED 2 YEARS INTENSIVE TRAINING IN THE CRAFT OF CABINET MAKING AND CARPENTRY WITH ASSOCIATED THEORY AND DRAWING.

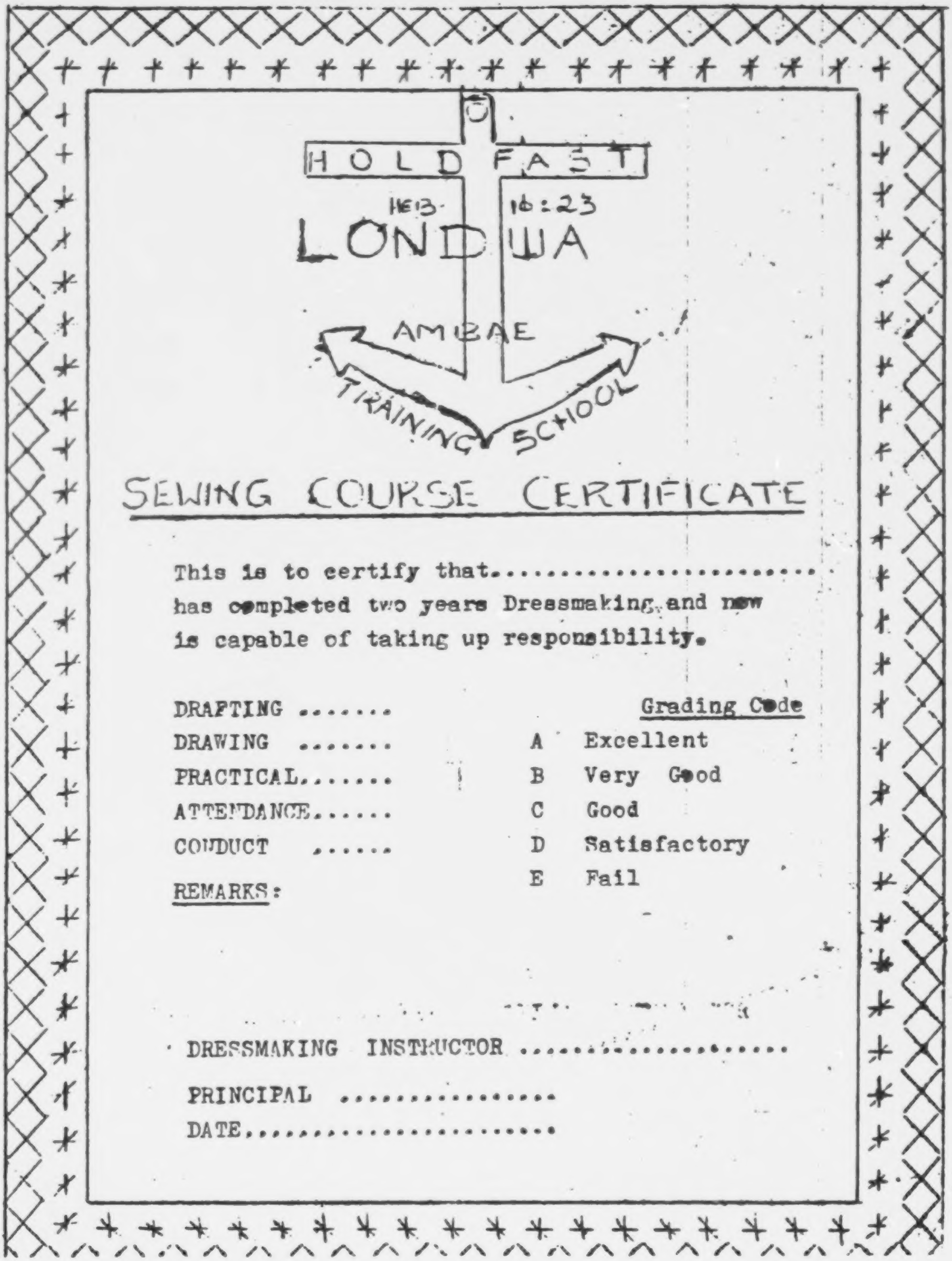
MARKS ATTAINED:

PRACTICAL......
THEORY ......
DRAWING ......

REMARKS:

Carpentry Instructor:
....

Principal.............. Date..................



HOLD FAST

HEB. 16:23

LONDWA

AMBAE

TRAINING SCHOOL

SEWING COURSE CERTIFICATE

This is to certify that........................
has completed two years Dressmaking and now
is capable of taking up responsibility.

DRAFTING		**Grading Code**
DRAWING	A	Excellent
PRACTICAL.......	B	Very Good
ATTENDANCE......	C	Good
CONDUCT	D	Satisfactory
REMARKS:	E	Fail

DRESSMAKING INSTRUCTOR ....
PRINCIPAL ....
DATE.....................

ACKNOWLEDGEMENTS

My special thanks to Hancy Vuti and Hilda Willie for editing the paper. And also to Lynrose Vuti for typing the paper.

IDEALISM AMONGST NEW SECONDARY TEACHERS IN PAPUA NEW GUINEA

W. P. PALMER

PAPER PRESENTED AT "PARTNERSHIPS IN EDUCATION" CONFERENCE
DALLAS BROOKS HALL
MELBOURNE
AUSTRALIA
26 - 29 SEPTEMBER 1988

IDEALISM AMONGST NEW SECONDARY TEACHERS IN PAPUA NEW GUINEA

W. P. PALMER

Introduction

This paper is a by-product of research started in 1982, suggested to the author through reading Students into Teachers (Collins, 1969). No similar study had been carried out in Papua New Guinea so this study was designed to find out more about the social background, motivations and conditions of new teachers there. In countries such as the United Kingdom, U.S.A., Canada, Australia and New Zealand the topic is very well researched, but in Third World countries there is very little research data about new teachers. Further reading led to the production of ten aims for the survey which are listed below (Palmer, 1983).

1) Investigate the incidence and causes of teacher dissatisfaction, and attempt to relate this to existing attrition data (Kuhlman, 1981);
2) find out what courses or parts of courses at Goroka Teachers College (GTC) or the University's main campus seem unsatisfactory when first year teachers look back on their training;
3) find out teachers' feelings about the system of school postings;
4) find out what guidance is provided for new teachers;
5) ascertain how new teachers view the teaching styles of their more experienced colleagues;
6) discover whether or not new teachers change their teaching methods during their first year of teaching;
7) ascertain new teachers' commitment to teaching;
8) find out how well new teachers have settled into their schools - i.e. try to understand more about the process of professional socialisation;
9) find out more about the views of new teachers on the system of inspection;
10) find a method of correlating the pre-service grades of the new teachers with their on-the-job success.

Research Design

An existing research questionnaire from a very detailed survey of new teachers by Taylor and Dale (1971) was much modified in early 1983. Modification was essential as the U.K. researchers had been able to visit and interview new teachers and to produce two questionnaires to be completed at different times in the first year of teaching so that changes in attitude over the probationary year could be studied. The geography of PNG and constraints on time and money made this approach impossible so a single questionnaire was devised with one hundred questions. This questionnaire was trialled in the Eastern Highlands Province (where the author worked) with the eight new teachers in the province. The method chosen was for the new teachers to fill in the questionnaires but also to discuss them to ensure clarity of meaning and to remove inappropriate questions.

For the trial two new teachers were in a large school in Goroka while the six others were in the most remote and inaccessible of the Eastern Highlands secondary schools. This school was three hours' drive from Goroka on an unsealed road which was frequently impassable in the rainy season. Within PNG as a whole there are many other schools more inaccessible and with fewer facilities than this school, yet to some extent the fact that most new teachers in that year in the Eastern Highlands Province were put in the most isolated school does indicate that the welfare of new teachers may not feature too highly on the list of official priorities. The problems of the posting are stated by one new teacher:

> "School's isolation from Goroka and Kainantu. Transport hard to catch. Too costly."

Nonetheless these new teachers seemed happy in their work despite the difficult conditions. A degree of idealism certainly seemed to keep them cheerful in adverse circumstances and it is the theme which this paper will explore.

As a result of this trialling the questionnaire was cut down to sixty nine questions which were modified by increasing the number of open-ended questions to allow the teachers to comment more freely. the questionnaires were taken to the the 1982 GTC graduates by teaching practice supervisors with two reminders being sent out and the cut off date for completed questionnaires being 1 February 1984.

There were 132 possible new teachers (having excluded those who had been trialled and those who were at GTC from other countries such as rthe Solomon Islands. A 58.3% (77 teachers) return was obtained.

Idealism

Idealism in common usage (Garmonsway, 1969) is defined as "a tendency to guide one's conduct by ideal (the finest imaginable) standards". There is a second more specialist usage (Bullock and Stallybrass, 1977) which explains idealism as "the philosophical theory that the only things that really exist are minds or mental states or both". It is the common usage that will be used in this paper, looking at new teachers as being idealistic, unselfish, altruistic and public spirited in their conduct. Of course these new teachers will be far from perfect in their conduct but evidence of their pervading sense of high values will be produced in this paper from the open-ended questions as well as from an analysis of pre-coded questions and other relevant research.

Papua New Guinea is an idealistic country with Christianity its official religion and with an eight part national improvement plan (1972) and five point National Goals (1975). Both the aims and the goals are strong in the rhetoric of idealism but their practical implementation has not been easy to realise (King, Lee and Warakai, 1985).

Quotations from two very different educational leaders indicate the high aspirations that they have for young teachers:

> "In this light the Christian school teacher views teaching a as a pastoral activity. He will try by the example of his whole life to develop each child in such a way that his every gift may be consecrated to God and to the service of other people." (Hand, 1966)

> "Those of us who are involved in teaching must put to the young poeple of this country and to those of this university that teaching was and still must be the noblest of all the professions." (Rogers, 1980)

Career Choice of Teachers

Commitment to teaching for a lengthy period of time in spite of poor conditions of work may be seen as an idealistic viewpoint. Palmer (1985a) compared the results of three different surveys of teachers' career aspirations (Kay, 1971; Weeks, 1977; Guthrie, 1983). Although there were considerable methodological differences between the surveys there was a fair measure of agreement that teachers generally show a high degree of commitment to teaching as a career. The present research showed (Palmer, 1985a and Palmer, 1985b) that factors apart from idealism affected the career choice of the teachers surveyed when they were students, even though they may not have been aware of them. For example, the sex of the teachers, their parents' education and employment, and their province of origin all appear singly, or in conjunction with other factors, to affect the likelihood of students choosing to become teachers. To illustrate this point, the survey showed that 70% of new female teachers had fathers with jobs other than farming, whereas only 21% of new male teachers had fathers with jobs other than farming. An explanation of this data is that fathers who are farmers see teaching as a step up the social scale and are therefore supportive of their sons going into teaching, whereas modern sector fathers see a career in teaching as a step down the social scale for their sons but well suited as a career for their daughters. There is also a tendency for the choice of teaching as a career to run in families. 35% of the sample said that a parent or sibling was a teacher. In Taylor and Dale's (1971) U.K. research the comparable figure was 32%. They concluded that this family tradition was thus a significant factor in career choice.

The Moral Imperative to Teach

The previous section has indicated that there may be both invisible sociological pressures as well as the more obvious religious or altruistic motives in choosing teaching as a career. The new teachers were certainly altruistically inclined as 72.4% said that they had been involved in community work prior to starting training at GTC. Wohlberg (1979) showed that mission schools contributed a higher proportion of GTC students than might be expected from the mere size of the mission schools compared with the size of the system and he considered that this indicated that GTC students saw teaching as a moral imperative. The present survey showed that 30.6% of the 115 secondary schools belonged to missions, but that 44.4% of new teachers had attended mission schools. Indeed one remote rural school was the "alma mater" to eight of the new teachers in the survey. However most of the students who attended government schools as students are also likely to be committed Christians. Weeks (1976) showed all GTC students were then members of various Christian churches, so though Christian faith may account for the idealism of teachers, attendance at mission schools alone does not account for it.

The data from PNG is not unique as there is comparable Australian data (Carpenter,1981a; Carpenter, 1981b) where it was shown that attendance at a Catholic school was a factor in the choice of secondary teaching as a career. There are also other similarities in that a higher than expected proportion of daughters of professional parents tended to make teaching their choice of career. It is thus probable that there are underlying general sociological factors which may predispose certain categories of students to choose teaching as a career, but this does not necessarily mean that the motives of such individuals are mot idealistic.

Some Views About Teaching

In a survey of school leavers at two highland schools (Kemelfield and Keviane, 1976) 33% of students would have liked to be teachers. The authors concluded:

> "It seems clear that there is a considerable amount of idealism, concern and enthusiasm for participation in national and future development in students' thinking". (p57)

It seems that the new teachers retain some of this idealism yet are more realistic now they are actually teachers when looking at teaching as a profession. The disadvantages of teaching have now become more obvious; they are in fact the day to day realities of the teacher's life.

Q61 asked whether the teachers thought themselves better off, worse off, or about the same, with regard to twelve different aspects of teaching (salary, amount of work etc.) as compared with friends in professions other than teaching. Only a limited analysis is possible due to small numbers made smaller by the fact that not all sections were answered by all respondents.

Table 1

	Responses on all twelve aspects of teaching			
	Better off than friends	Worse off than friends	Conditions about same as friends	Total % Responses
Male teachers	34.4%	27.2%	38.4%	100%
Female teachers	35.6%	18.3%	46.1%	100%
Total teachers	34.7%	25.0%	40.3%	100%

Generally these figures indicate male teachers having more complaints, perhaps being less idealistic, though more decisive; that is, they are more certain than female teachers as to whether they are better or worse off than their friends. Generally however, 75% of the responses of the new teachers indicated that teachers saw themselves as as better off or the same as friends who had chosen other professions, so in spite of the disadvantages which they see in teaching they feel they have made the best available choice.

Q62 asked about how long teachers thought that they would stay in teaching. 43.8% saw themselves staying in teaching for more than five years. 41% might leave within five years and 15.1% were likely to leave teaching within five years. On the positive side it can be said that only 15.1% of the new teachers considered that leaving teaching was a strong possibility.

When asked (Q64) what the reasons would be if they did leave teaching, teachers who answered the question were virtually unanimous that it would be the actual conditions of teaching that would drive them from the profession.

In this survey, as in others (Wilson, 1981), the complaints were pay, long hours of work, poor housing and lack of promotion. Other points, such as limited social life, teaching outside the area for which one was trained, tiredness and wantoks, were also mentioned, but only by a few teachers. Bacchus (1984) also analyses these and additional causes of dissatisfaction, such as late payment of salary and frequent transfers of teachers.

Perhaps in terms of long term planning it is the 15% who think they will leave teaching in five years or less who are the greatest worry. As background it should be stated that primary teaching is completely localised and secondary teaching is about 80% localised. There are about 2000 secondary teachers in the system. Kuhlman (1981) made a survey of attrition among secondary teachers and found that in the early 80s attrition rates of 10% to 12% of the total number of teachers were occurring but a few years later this had dropped to about 4% (Kuhlman, 1985). The secondary system however is still expanding and government would like to reduce the percentage of expensive expatriate teachers as soon as possible, because even a modest 4% attrition rate a year of the total of 2000 teachers, which uses up more than half the yearly output of teachers from GTC, is too high. Ways of reducing this attrition rate would be welcomed by government.

The Hard Work of Teaching

Teachers in Papua New Guinea work very hard. This is shown very clearly by Rowe (1983) and is also borne out by the survey. Rowe showed that inspectors had unrealistic expectations of the amount of work teachers should do so that when actual times taken for all the different jobs they ought to do were added up, it totalled more hours than were available in the day. This survey shows that all the new teachers had in their largest class more than the 35 students which is considered a standard class size. One teacher claimed a class size of 46 students in his largest class. New teachers teach above a standard teaching load of 30 lessons of 40 minutes duration each week. 34% of new teachers taught above the Grade 7 and 8 limit set. Nearly one third of new teachers averaged 32% of their teaching time teaching a subject in which they had not been trained. New teachers were also assigned out of school (extra curricular) tasks and in addition many took on other voluntary duties. These seem to average about three hours per week. Teachers also feel that the specialist rooms (science, home economics, design and technology etc.) are only just adequate for the work they want to do. Some of the new teachers also felt that they put more time into lesson preparation:

Teacher 69: "They (experienced colleagues) seem to have less interest in preparing lessons and aids. Me or myself I realised that my method of teaching is different because I seem to devote more of my time preparing lessons aids etc."

With regard to duplicating facilities and visual aids there were mixed feelings with general satisfaction at the availability of facilities in town schools and consternation at the lack of them in rural areas. There are also problems in the supply of materials needed to make use of the available equipment.

Teacher 43 (at rural school, stating what visual aids he uses):
"The blackboard simply because that is the only equipment available."

Teacher 44 (at town school):
"Things I need are right here so I make use of them. I was just lucky to have applied here where things are very well organised."

Teacher 76 (rural school):
"If only the overhead projector can be available then the teaching of students will be much easier."

Teacher 68 (rural school):
"Lack of paper and ink so no work sheets at all made, everything written on blackboard which takes ages."

Relationships in Teaching

On the positive side, teachers almost universally felt that they had good or very good relationships with other staff members, generally good relationships with heads of department and head teachers, very positive feedback from secondary inspectors and only a minority mentioned problems with student relationships as indicated by problems with discipline. The following free responses from new teachers indicate relationships between new teachers and each of the above categories, probably focussing more on negative comments than their actual proportion justifies.

Teacher 9 (of staff):
"Everybody is friendly and helpful and we get on well"

Teacher 21 "Teachers bother their own problems and do not care at all about others"

Teacher 39 "Teachers tend to mind their own business but when approached they are willing to help"

Teacher 7 "Difference is very wide between whites and nationals, seniors and juniors"

Teacher 8 "I feel it all depends on your own approach to the rest. If you are friendly they too will be friendly.

Teacher 5 "I feel that the administration people of the school do not care about what I do - I feel like giving up"

Teacher 2 "The headmistress of the school is a one minded person. She does things her ways, never listens to us. She always changes whatever we bring forward to her. She even interferes with the private lives of teachers"

Teacher 20 "I feel our subject mistress is not doing much to help new graduates with our difficulties"

Teacher 41 "I found the subject heads were always willing to help me and this made me feel as if I was at home"

Teacher 54 (of inspectors, all favourable)
"The advice I was given was very useful. It helped me to know what areas of my teaching needed improvements"

Teacher 10 (of students)
"Nearly all kids at this high school are friendly"

Teacher 14 "If a student breaks a rule and I punish them they keep on breaking them again"

Teacher 1 "There is one particular class who just don't stop making noise even during tests and no matter how many times you stop them they will not listen"

Teacher 15 "No sense of study - have to drive mules to study - breakdown of school rules by students persistently - punishment of work in the school is insufficient"

Teacher 48 "Once in a while some students get stubborn and talk back. I just had to control my temper - from hitting them. I end up putting on long hours of punishment. Sometimes it helps!"

Teacher 51 "As the students regard themselves as city kids they pay less respect to teachers"

Teacher 53 "Senior students who are smokers smoke in front of teachers who smoke"

Teacher 57 "I got a little too friendly with students and they started calling me 'Mate' instead of 'Mister'. It has now stopped"

Teacher 58 "Students can be cheeky at times when I soft with them, but not always"

Teacher 61 "Misbehaviour during night study - punched that student; no more sight of him as close to me as he used to"

New Teachers as Professionals

The new teachers were asked (Q57) to sum up their initial reactions to their experiences as a professional teachers They were asked to tick the three most appropriate reactions. The results in descending order of response for this are set out below.

Table 2

Reaction to experience as a teacher	Responses
1. Satisfaction at doing a worthwhile job	49
2. Acceptance by society as a full adult	31
3. General enjoyment	25
4. Physical tiredness	21
5. Excitement	20
6. Mental tiredness	15
7. Not what I had expected from my teaching practice experience	12
8. Anticlimax	8
9. Teaching is not the right job for me	5
10. Relief	3
11. General depression	3
12. Tenseness	2
13. Your own suggestion	2

Further questions were asked about illness and most new teachers seem to have been absent from school through illness infrequently and to have been no less healthy than when they were students.

Table 2 shows the new teachers to be very positive about their experience as professional teachers, with the negative and unclearly phrased questions obtaining very low scores. This, combined with the general good health of the new teachers, should be taken as evidence of their overall idealism. The top three factors are their own general positive feelings of satisfaction, enjoyment and excitement, combined with the good opinion they believe society has of them for being a professional teacher. Negative feelings about teaching, such as anticlimax, tenseness and depression, all score very poorly, and although physical and mental tiredness score moderately well, only five of the new teachers conclude as a result that teaching is not the right job for them.

If Table 2 is looked at in terms of organisation theory (Herzberg's Motivation-Hygeine theory; see Herzberg, 1966) the new teachers generally would appear to be in Herzberg's category of "motivation seekers", a category essential for organisations to function successfully.

Advice

Finally there is the area of giving and receiving advice. One of the features of many free responses is the number of occasions where the new teachers explained how they had accepted advice given by other teachers, senior subject teachers, deputy head teachers, head teachers or inspectors, or complained that no such advice was proffered. One question also asked the new teachers to give advice to future new teachers. In spite of it being the last question on the questionnaire, this was answered by 73 of the 77 new teachers. The advice given was generally of a moralising nature, with most advice being to prepare all lessons well and in good time and also always to be ready to ask advice from other teachers. Some responses follow.

Teacher 30 "Teaching is quite difficult but if you plan your time well you will enjoy it very much. it is interesting to work with pupils"

Teacher 34 "Work flat out during your first few weeks of teaching and during that time try to be firm with students, then you will find everything will be easy"

Teacher 38 "Be prepared to do more work. Have less free time. Give up social activities"

Teacher 46 "Don't let the comments and criticisms of the experienced teachers or senior teachers worry you. That is just to help you improve. Keep working hard and good on how best you can perform"

Teacher 54 (extract)
"Do not ever give up for you will later learn that such experiences could turn out to be very very enriching towards your professional development"

Teacher 61 "Be prepared to accept any subject you were never trained for if shortage of teacher. That is what I am doing now"

Teacher 63 "Devote and commit yourselves to your profession and seek advice from your superiors about anything you are in doubt. 'Seek and you will find' etc."

Teacher 68 "It is a challenging job and a dedicated teacher will have to sacrifice most of his leisure time to help improve his teaching"

Teacher 74 "Accept advice and follow, so as to apply new things learnt at college"

Teacher 76 "Taking students from the known to unknown and use type of language in relation to their understanding"

Conclusion

The advice given by new teachers to their successors can perhaps be seen as advice they themselves had received or wished they had received. Generally the advice concerns the abnegation of self and of putting of the welfare of the students first. These are high ideals but anyone familiar with PNG schools might well fail to notice these virtues applied consistently in practice.

What is true is that young Papua New Guineans are idealistic and those who take up teaching as a career are particularly idealistic. They generally work hard in difficult conditions for comparatively low pay but remain optimistic about their chosen profession.

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PACIFIC ISLAND PEOPLES

Any education and training measures for Pacific Island peoples would need to be considered within and against a background of informed knowledge and some clear understandings about:

- a worldwide regard for indigenous peoples, (ethnic) minorities, gender and disabled people
- the differing political status of Pacific Island peoples within the New Zealand context
- the real relationship of Pacific Island peoples to te Tangata Whenua o Aotearoa
- the contributions to and the place of Pacific Island peoples in an evolving national identity.

1 This summary is to highlight the above points.

2 Further, it is to heighten awareness about a history of simplistic solutions for complex political, economic and social circumstances.

3 Conclusively, this discussion is to state that compulsory education and training considerations for Pacific Island peoples ought to be clearly differentiated from that of and for the Tangata Whenua o Aotearoa.

Mi'i Pamatatau

EDUCATION FOR PACIFIC ISLAND PEOPLES

New Zealand's mandated responsibilities in the South Pacific region and kinship ties with the Tangata Whenua historically and culturally link Pacific Island people to Aotearoa. Partial and complete self-determination of some island nation/states during the 1960s background the political, economic and social status of Pacific Islanders in New Zealand today.

Migrants from the Cook Islands, Niue and Tokelau have citizenship rights whilst those from Western Samoa, Tonga and Fiji may have residential qualifications and/or applied for citizen status. Whatever the political circumstances, migration has matured to the extent that a growing New Zealand born generation is a reality and, in consequence, demands quite different education provisions.

In general, Pacific Islanders live, work, school and worship near and in the main cities. Because spirituality features much in the lives of many of these people, the establishment of churches of varied persuasions is a fair indication of the concentration of communities. Characteristic of re-settled peoples, many Pacific Islanders work in service industries, maintain their extended family practices and contribute in general to the diversities of the New Zealand society.

The current practice of identifying the education issues of Pacific Islanders with that te Tangata Whenua is no longer tenable. At best, it is a confusion of quite distinct needs, and worse, it challenges kinship values of teina-tuakana and/or manuhiri - Tangata Whenua rights and responsibilities. This means that education policies and provisions for Pacific Islanders ought to be clearly differentiated from that of te Tangata Whenua.

For this to happen by design, Pacific Island persons must be represented at decision-making forums - firstly to strengthen confidence in active participation and secondly to reflect more accurately the cultural diversity of NZ society. In this way, in geographic areas of high Pacific Island concentration resources and programmes specific to perceived needs must be highlighted.

Consultation networks will need to be established, supported by appropriate service personnel and mechanisms.

THE TREATY OF WAITANGI
AS A BASIS FOR MAORI/NON-MAORI
PARTNERSHIPS IN EDUCATION

A paper prepared for presentation to the First South Pacific Regional Conference of the International Community Education Association (Australasia) to be held at Dallas Brooks Hall, Melbourne, September 26 to 29 1988

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THE TREATY OF WAITANGI AS A BASIS FOR MAORI/NON-MAORI PARTNERSHIPS IN EDUCATION.

INTRODUCTION

In 18 months - February 6 1990 - New Zealand will be 150 years old.

Aotearoa is more than 1000 years old.

Te Rangi Hiroa records that the first people to settle Aotearoa came from the now-legendary Hawaiiki (probably, he says, the island of Rangiatea in the Tahitian group.) Archeological evidence shows settlements more than 1000 years old.

When James Cook set foot on New Zealand (the country had already been renamed by Abel Tasman) in 1769, there were in excess of 200,000 people here; in fact, some estimates are as high as twice that.

By 1860, the European population of 79000 had surpassed the declining Maori population. By 1871, just 100 years after Cook, the Maori population was estimated at 37.500.

Colonization had taken a heavy toll.

THE HISTORICAL BACKGROUND TO THE TREATY.

In its discussion booklet on the Treaty Of Waitangi and Social Policy, the Royal Commission on Social Policy summarizes the background to the signing of the Treaty.

"Early contact between Maori and Tauiwi (later settlers) began with the explorers and navigators who came to these shores. About the turn of the 19th century they were followed by the whalers and sealers, and then by the traders. Most of these enterprises and interests spread from Australia.

During this early contact period the Maori culture was dominant and Maori people controlled the land and resources. The Maori began to lose some of this control as contact with British settlers increased. Diseases and the musket wars of the first three decades decimated the Maori population. There was lawlessness and disagreement among the new arrivals and between them and the Maori. On the advice of the missionaries, intervention was sought from Britian to provide law and order for both the settlers and the Maori. There was concern, too at the interest in the country shown by France and the United States.

It was that advice that led to the signing of the Treaty of Waitangi. Initially, James Busby came from Australia

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to act as British Resident in 1833, but he was referred to as the ‘Man-of-War without guns' because of his lack of military or legal power.

In 1839, Captain William Hobson was sent to New Zealand to ‘treat with the Maoris.' He was instructed to deal fairly with them and to protect their interests. In drawing up the Treaty, however, he was advised by people with varied interests. The document that resulted created much confusion for those who signed it."

THE TREATY

The Treaty was signed by 50 chiefs at Waitangi on February 6 1840. Eventually, about 500 chiefs signed. Hobson signed on behalf of the British Government.

It is important to recognize that talk of ‘The' Treaty is misleading. There are, in fact three versions of the Treaty which we have to consider: the version in English, the Maori version, and the English translation of the Maori version. There are significant differences between the English and the Maori versions, and the translation of the Maori version suffers - as do all translations - from a lack of exactness.

With that caveat, though, appended are the English version and the translation of the Maori version, so that comparison can be made, and the main differences highlighted.

At its barest essentials, the Treaty in its English version vested sovereignty in the Crown; conferred on the Maori a royal protection (preamble), a guarantee in respect of land, hunting and fishing rights (Article 2) and full rights of citizenship (Article 3). The Maori version offered the protection and citizenship, together with the unqualified right to exercise chieftainship over their land, villages and everything which they treasured.

For all the differences, though, there was, in 1840, the distinct promise of a nation based on trust and co-operation; a partnership between the tangata whenua and the British Government.

AFTER THE TREATY

Chief Maori Land Court Judge Durie notes that for years after 1840 the Treaty was acknowledged as a basis for political and legal administration, and the Colonial Office instructions to New Zealand Governors required "punctilious" recognition of the Treaty. (Those instructions were not always followed, of course, and large parts of the South Island were acquired by their direct contravention).

The denigration of the Treaty coincided with three telling developments. First, in 1852 the Government of

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New Zealand passed from the Colonial Office to the local settlers. For them, the Treaty was at best inconvenient. Secondly, by 1858 the Maori were outnumbered by some 3000 people (migration having swollen the ranks of one partner to the Treaty, disease having decimated the other). Thirdly, war broke out over the settlers desire for more land, and the resolve of the tribal authorities to part with no more. The war resulted in large confiscations of Maori land.

Land loss led inexorably to a decline in Maori living standards, a fall in population and, eventually, a shift to urban centres in search of work. Less than 5% of New Zealand is Maori land today, and much of that is on poorer country. Four-fifths of the Maori population now lives in urban areas, and the statistics of social disadvantage are chilling.

The Maori is more than twice as likely as non-Maori to be unemployed or totally welfare-dependent; only half as likely to own their own homes; earn only 80% of the national average; and although they comprise only 9% of the population, they are 50% of those in prison, ranking as one of the most imprisoned races in the world.

THE TREATY NOW

During the past ten years - and more particularly during the past five - the Treaty has become more and more a focus for non-Maori New Zealand. The Royal Commission on Social Policy notes that Maori people have always given the Treaty special status, raising it above purely legal agreements, and the Commission held "that the Treaty should be central to New Zealand society - part of the matrix from which all social and economic policy should come."

The Commission found that there are three principles implied by the Treaty:

Partnership: The original partners to the Treaty were the Crown and 500 or more chiefs representing many - but by no means all - tribes. Today, the Commission says, the partners are not so distinct; but in general they are the State and its agencies on the one hand, and Maori authorities, representing tribal members, on the other.

Protection: This is, says the Commission, implied at three levels in the Treaty: the protection of Maori interests by the State; the onus on tribes to protect the wellbeing of the people and families in their tribes; and the solemn undertaking that those who signed would protect the honour of the Treaty.

Participation: Maori people must be involved in decision-making, access to social provision, and equitable sharing of the country's resources. State agencies must provide resources and be committed to sharing responsibility.

MY PERSONAL PERSPECTIVE

For me, the issues about the Treaty are issues of fundamental justice. My forefathers colonized this land, and in the process did much that was unjust. I am not responsible for that, nor do I need feel any guilt for anything which occurred in the past.

It is possible, though, to put right the past injustices. It may not be possible to put right every detail of every injustice, but it is possible to creatively make amends. I believe that it is very much a part of my responsibility to do that, and I believe that I do carry a burden of guilt for any extent to which I do not act now to make those amends.

In particular, I believe, the partnership implied in the Treaty will have been achieved only when the tangata whenua and manuhiri share equally their power, and when each can walk comfortably in the other's "territory".

That means either that Maori should totally control half of the country's resources, or that Maori should have 50% of the control over the total resources. (The latter is my personal preference, but I recognize that I can't have more than 50% of the say about which it should be!)

Such a proposal, it may be argued, is preposterously undemocratic, in that it gives one-tenth of the population one-half of the say.

Let us acknowledge, then, that it was under democratically-elected governments that most tribes lost the greater proportion of their lands; and it was under democratically elected governments that the Maori suffered the pressures of assimilation that deprived them of their own laws, tribal authorities, and their traditional methods of maintaining social control.

Let us therefore also acknowledge the fact that democracy does not necessarily imply justice.

The fundamental issue which the Treaty addresses today is that of power. Until the balance of power as between Maori and non-Maori is equal, New Zealand cannot claim to be a just society.

THE TREATY AND EDUCATION

Article 2 of the Treaty - in its Maori version - guarantees to the Maori people chieftainship "o ratou taonga katoa" - of everything which they value.

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Education is the means of the transmission of culture, and culture is, surely, the essence of what we value.

It is particularly important, therefore, that the power-sharing and resource-sharing referred to above occurs in education. In my view, this is where it should begin. The history of our education policy shows that we have been as colonizing in our attitudes to education as we have been in our acquisition of land - to the point where Maori elders came to believe that their children's best interests would be served by having them punished for speaking their own language to each other at school.

Is it therefore any wonder that, of all Maori students leaving secondary school in 1984, about 65% of males and 60% of females had no formal qualifications? (Non-Maori equivalents were Male,32%: female, 25%)

We could choose to remedy that sort of statistic by targetting the Maori young and providing all sorts of extra resources and assistance; and in time we could achieve a statistical equality such that we could hold ourselves proudly up to the world and say "Haven't we done well!" If we chose that course, though, we would be fooling ourselves, because we would still retain all the power that goes with being able to make that sort of decision. That is not what the Treaty is about.

The principle of Partnership requires that the decision-making power itself is shared, not merely the resources and statistics.

WHERE TO NOW?

There are, I believe, two ways of implementing the Partnership of the Treaty: either by delivering 50% of the nation's resources to Maori control, or by structuring the control over the total resource in such a way that Maori and non-Maori have equal say.

The first option would have to be implemented unconditionally. In other words, it would not be acceptable to say "You can have these resources provided that you use them for education" or "...provided you don't squander them " or "...provided you fully account for them" or provided anything at all. The partnership principle requires equality such that 50% of the resources would be for Maori to do what they want with, and 50% would be for non-Maori to do what they want with.

Some would say that this aproach would lead to a separatist attitude which would result in a form of apartheid. That is patent nonsense. If Maori people choose to act collectively in a particular way - by setting up a school, for example - that is no more 'separatist' than a group of Jewish, or Catholic or

Pentecostal people doing the same thing. Having control over resources - and therefore having choice to act separately or not - is completely different from the apartheid practice of being forced to do things separately, and not having the control over the resources.

So the growth of the Te Kohanga Reo (language nest) pre-schools is something to be celebrated, not feared; and if the pre-schools grow into primary and secondary schools, let us also celebrate that.

In comparison, look at the way in which communities which have wished to establish bi-lingual schools - or even bi-lingual classes within schools - have had to plead and cajole the Education Department authorities.

The second option could be implemented either by making resource decisions subject to approval by both Maori and non-Maori councils (or committees, or caucuses, or what-have-you); or by ensuring Maori representation on all decision-making bodies, and giving that representation 50% of the decision-making power.

In educational institutions, for example each present governing body could have a Maori counterpart. Decisions could be initiated in either, but would need to be agreed to by both.

Alternatively, each governing body could have a specific Maori representation, and that representation could be given an equality with the non-Maori representation. While such a system would not be democratic, it would, under the terms of the Treaty, be fair.

This option - whichever version of it - in my view offers the best prospect of continued growth as partners; but it would require more Maori energy to sustain than the first option, and might therefore not be acceptable to the Maori people.

THE PAYOFF

Whatever is decided, the consequences will not be easy to live with and work through.

If we do achieve the justice which the Treaty promised, though, we will be able to hold our heads up to the world and say "Look,New Caledonia (or Fiji, or Australia, or any other colonized country), it is possible to remedy the injustices of your colonial past creatively, to recognize the special place which your indigenous people occupy in your country, and to allow everyone to live in the dignity which is their birthright."

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The Treaty of Waitangi

English Version

Article the First

The Chiefs of the Confederation of the United Tribes of New Zealand and the separate and independent Chiefs who have not become members of the Confederation cede to Her Majesty the Queen of England absolutely and without reservation all the rights and powers of Sovereignty which the said Confederation or Individual Chiefs respectively exercise or possess, or may be supposed to exercise or to possess over their respective Territories as the sole Sovereigns thereof.

Article the Second

Her Majesty the Queen of England confirms and guarantees to the Chiefs and Tribes of New Zealand and to the respective families and individuals thereof the full exclusive and undisturbed possession of their Lands and Estates Forests Fisheries and other properties which they may collectively or individually possess so long as it is their wish and desire to retain the same in their possession; but the Chiefs of the United Tribes and the individual Chiefs yield to Her Majesty the exclusive right of Preemption over such lands as the proprietors thereof may be disposed to alienate at such prices as may be agreed upon between the respective Proprietors and persons appointed by Her Majesty to treat with them in that behalf.

Article the Third

In consideration thereof Her Majesty the Queen of England extends to the Natives of New Zealand Her royal protection and imparts to them all the Rights and Privileges of British Subjects.

Translation of Maori Version

(Professor H Kawharu)

The first

The Chiefs of the Confederation and all the Chiefs who have not joined that Confederation give absolutely to the Queen of England for ever the complete government over their land.

The second

The Queen of England agrees to protect the Chiefs, the Subtribes and all the people of New Zealand in the unqualified exercise of their chieftainship over their lands, villages and all their treasures. But on the other hand the Chiefs of the Confederation and all the Chiefs will sell land to the Queen at a price agreed to by the person owning it and by the person buying it (the latter being) appointed by the Queen as her purchase agent.

The third

For this agreed arrangement therefore concerning the Government of the Queen, the Queen of England will protect all the ordinary people of New Zealand and will give them the same rights and duties of citizenship as the people of England.

BEST COPY AVAILABLE

NEW ZEALAND STUDENTS SHARE IN LIFE OF PACIFIC ISLAND COMMUNITIES.

FRIENDS OF THE PACIFIC.

When Volunteer Service Abroad finished its school leavers' programme, it was felt that an opportunity was lost for New Zealand students to learn. A group came together in a small town of Wanganui and started Friends of the Pacific.

Friends of the Pacific is primarily an educational partnership for New Zealand students aged 16 plus. Parties of about 16 with 2-4 leaders. sleep on the floor of the school or hall, or are billetted in homes in a village. They pay their own fares and contribute to the cost of accommodation and food. After they are selected their families, communities and schools get involved with them in raising money and tools, books, sewing machines etc for a project in the community they are going to.

The projects are chosen by the school or village we are going to and are jobs requiring little skill which can be done by New Zealand students and the local students working together. Usually it is a painting project, but groups have put down concrete or wooden floors under the guidance of local experts.

The first work-camp was in August 1979, to Tupou High School in Nuku'alofa, Tonga. Since then, there have been camps every school holidays giving New Zealand young people an opportunity to live in an island community - a total of 29 so far. Most have gone to Tongan Islands and Western Samoa with two going to the Cook Islands. In 1989 the group is hoping to expand to Vanuatu and the Solomons.

The groups try to go to traditional communities and are conservative in following local customs. Students come from all over New Zealand from about 150 schools so far. Orientation is via newsletters and a night together in Auckland before leaving. A debriefing has been introduced recently on return.

The organisation has grown into a real partnership. New Zealand provides money, unskilled workers and enthusiasm. The island communty provides work, hospitality, education and co-workers. The thank yous at the end are a sign of true community education - genuine and tearful on both sides, both sides feeling they have gained from the two or three weeks together. A spinoff is the great bonds that develop between Kiwi kids after three weeks.

Friends of the Pacific is a voluntary organisation with no independent funding. An administration fee is added to student's costs and some help is given by Foreign Affairs. Business has contributed to a trust fund to help some students that could not afford travel costs.

Problems for discussion:
- Lack of reciprocity
- Hand-to-mouth existance
- Transport costs
- Continuing contact
- Leaders who are teachers - can get leave WITHOUT pay but if they were taking a sporting team could get leave WITH pay.
- How to learn without exploiting?

John Latham
Hagley High School, New Zealand.

PARTNERSHIPS WORK!
PARTNERSHIPS WORK!

SOME OF THE DELEGATES FROM THE SOUTH PACIFIC REGION.

THE WEST HEIDELBERG EARLY LITERACY PROJECT

A WORK IN PROGRESS REPORT

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The West Heidelberg Early Literacy Project involves parents of preschoolers in their literacy development in the year before school. It aims to establish by systematic research , cost-effective methods and procedures to prevent or reduce the incidence of reading problems amongst low-income and working-class youth in the first years of school.

The rationale for the program has three elements: (a) A strong emphasis on the strengths of parents as educators of their own children at home (Walberg,1984). (b) The findings of research into children's literacy development, which have revealed the crucial role that parents can play, especially in the pre - school years (Teale,1986). This matter is elaborated below. (c) The findings of the La Trobe Parents and Reading Project which has demonstrated that many parents in disadvantaged schools wish to help in their children's school progress, but do not receive the information they need because of problems of home-school communication. Figure One illustrates these research results. These studies have shown that schools prefer to work with the'enthusiast' parents and tend to ignore the 'silent majority' parents , who are usually the majority in disadvantaged schools (Toomey, 1988). This research has suggested the importance of reaching out to 'silent majority' parents by home visits (Toomey, 1988); and a pilot program has established the feasibility of doing this (Toomey, 1987). Our approach stresses the social distance between schools and many working class and low-income families and the efficacy of personal contact in bridging this gulf.

THE OBJECTIVES OF THE PROGRAM :

1. To improve the parents' confidence and competence as educators of their own children,with special reference to literacy development.
2. To improve the children's literacy competence as a result of 1 above.
3. To improve the parents' competence and confidence in dealing with the school.
4. To concentrate on 'hard to reach' parents.
5. To develope a model of a cost-effective program which can be adopted by others.

THE OPERATION OF THE PROJECT

The project began in July, 1987, with the appointment of an early literacy coordinator, Ms. Judy Sloane. The project is funded by grants from The Myer Foundation, La Trobe University, The P. E. Dehnert Trust and The George Brooks Hutchings Bequest. It operates as a joint effort of the West Heidelberg School-Community Network and the La Trobe Parents and Reading Project.

The target population is all families with children who were to begin school in February, 1988 at two particular schools; since confirmed as 82 families. Families were recruited via contacts with pre - schools, the schools and the Infant Welfare Clinics. Eleven families declined to be involved, 2 declined after initially joining; we failed to contact 7 in spite of many attempts and 3 left the area before we could contact them. Two families were assessed as not needing our help after an initial assessment interview. We suspect that a number of the refusals fitted into this category.

Of the 60 families we worked with some 51.8 per cent were single parent families;all of the males were unemployed or in semi or unskilled occupations; 42 percent of parents left school before Form Four, 48 at Form Four and 10 percent above Form Four. All live in Housing Commission housing.

The aim has been to give families relatively intensive contact (i. e. one visit per week) until they were judged to be self - operating, at which point they are phased out of the program of visits and replaced by another family.

EVALUATION OF THE PROGRAM

Information for evaluation purposes is obtained from :

1.Weekly visits. The visitor keeps a record of the parents' and children's progress and of any significant incidents or information.

2 Structured interviews which take place at the first or second visit.Among other things these make possible : an assessment of the initial supportiveness of the home for reading development on a 25 item scale, and (b) an assessment of the child's interest in literacy on a 15 item scale. Information is also gained on the child's initial literacy competence , as reported by the parent.The weekly visits also allow the visitor to add to these assessments with other information.

3. Testing the children's initial literacy competence This involved the following tests : ability to write and read own name, letter recognition, recognition of environmental print, with and without logo and knowledge of print concepts.

A parallel group in a comparable suburb was also tested and will be followed up.

It is intended that the children's literacy competences (and those of the comparison group) will be assessed again in November 1988 and again in November 1990.

INSTRUCTION OF PARENTS

The instruction of parents involves four different kinds of activities : information-giving about the parents' educative role, modeling and reinforcing appropriate behaviour, guidance as to books and specific activities and guidance on matters to do with schooling.

1.Instruction about the parent as educator

The approach taken is based on social learning theory (Bandura, 1982; Topping,1986), 'natural' learning in relation to literacy (Teale,1984) and oral language (Cambourne, 1985) and Vygotsky's (1962)'zone of proximal development'.

A great deal of the content of the school curriculum is learnt by the child at home (Tizard and Hughes,1984) as a result of his or her active efforts to understand the world and of the parents' informal teaching. While the child is an active learner, the parent 'scaffolds' a great deal of this learning (Snow,1983) by simplifying tasks to the point at which the child can learn for him or herself; ultimately the child learns to operate independently without help.Language learning exemplifies this, par excellence, and the parents are congratulated on their success in teaching their child to speak, and are encouraged to assist their child's oral language development by frequent conversation and discussion of experience. The 'scaffolding'model is eventually illustrated to the parent in the form of discussion of the text during reading episodes e.g. oral cloze activities.

Parents are asked to recall a conversation they have had with their child recently and this is used to exemplify their teaching role.

Great emphasis is placed on the informal nature of what the child learns in the home, in contrast to the deliberate teaching in school. Parents are discouraged from taking a didactive approach and the great value of modeling and example are stressed.

Other strengths of the parent-child bond for learning are highlighted: the one to one ratio, the special knowledge of the child the parent has, the intimacy of the relationship and its longstanding character, the time available and the convenience of home learning situations. Recent research has shown how favourably parents compare with teachers in facilitating children's language development (Tizard and Hughes,1984; Wells,1986; Cross,1988). This is referred to as an encouragement to parents to talk with their children in a natural way.

Instruction about literacy development

The theoretical ideas in the project come from two different emphases in the writing on 'emergent literacy' . On the one hand have been those (Goodman, 1986; Cambourne, 1985) who emphasise the great importance of the child's oral language development and the active role of the child in learning. By contrast are those who emphasise the role of adult guidance and modeling and the difference between spoken and written language (e. g. Sulzby, 1985; Donaldson, 1984; Snow, 1983; Mason and McCormick, 1986a,1986b). The following scheme draws on the work of Goodman (1986), Sulzby (1985) and Mason and McCormick (1986a).

Before describing our approach to literacy development per se, some important general principals in early childhood education will be dealt with. These are presented to the parents as underpinning the work of the project.

The child's enjoyment Any literacy relevant experience induced by the parent for the child should be enjoyable.

The child's perspective Always as far as possible start from the child's perspective - referred to by Snow (1983) as the principle of semantic contingency.

Active learning Children learn through active engagement in their learning. They reconstruct their own understanding. To quote Teale (1985) their learning is a process of 'guided reinvention'

Parent confidence The parents must be made aware of the great importance of their own role as educators e. g. their contribution to children's language development.

LITERACY DEVELOPMENT There is a strong body of opinion that learning to read is very like learning to speak and that basically the same processes should be followed in teaching reading as in the child's natural acquisition of speech (Cambourne,1985). While it is true that the child's oral language provides an important resource to assist reading development, there are important practical differences between the child's normal experience of speech within the family and the process of acquiring meaning from situation-independent written language. These differences make learning to read more difficult than learning to speak:

1. Speech comes out of the person in a way in which meaning does not emerge from books. Persons are, to the child, meaning makers. They are expected to produce meaning; there is no such initial expectation of a book, which is, initially anonymous.

2. Usually you have to be physically present to hear the speaker. Written language is usually situation-independent (commonly referred to as ' decontextualised'). The words have to be understood of themselves, without the author being able to answer questions about his/her meaning.

3. Speech is thus likely to be accompanied by a range of non linguistic aids to conveying meaning: gesture, facial expression, emphasis, intonation, bodily set, pointing to physically present objects. Because he is open to be questioned the speaker can more readily assume common knowledge with his audience. His language is thus more likely to be exophoric.

4. The writer has much more time to plan what he will write. Written language thus tends to be more densely packed with meaning (Tannen,1982; Chafe,1982) and hence makes heavier cognitive demands.

5. Written language tends to be more detached, speech more to engage emotional involvement (Tannen,1982).

6. Written language tends to be more integrated, whereas speech is more fragmented (Chafe,1982). This suggests that written language requires a longer attention span as the reader tracks meaning from page to page.

Sulzby's (1985) work in classifying 'stages' of emergent literacy development is of great value here. For it shows children's transition from an earlier stage in which the child's accounts of the meaning of books is expressed in oral-language like behaviour to a later stage in which the child increasingly shows an appreciation of the distinctive nature of written language. This is readily understandable if one considers that throughout human history humans have been speakers, whereas they have become writers relatively recently. For all the reasons given above, speech is easier for the child to understand and the transition to the difficulty of reading print as continuous discourse has to be made in easy stages, in which, initially, the child encounters the language of books as speech.

We have therefore divided the strategies parents are encouraged to use as being appropriate to the two stages referred to above: the first in which the language of books appears as speech and the second in which greater attention is paid to the distinctiveness of written language. Throughout we use only strategies of the 'natural learning ' type.

STAGE ONE

1.Making the book like speech - reading aloud with expression

When the child first encounters print which it cannot read the print has to be transformed into spoken language acceptable to the child i. e. the print has to be read aloud to the child with expression. Some parents need training to do this. Many have already tried reading to the child but failed to engage her interest because they simply mouthed the words- 'barking at print' with little meaning. This is often because the parent is not a confident reader - or simply does not have the appropriate experience.

This is a crucial stage in involving the parent. Getting the parent to see the child's enjoyment of a story read by an experienced teacher is usually extremely helpful in enlisting the parent into the program and helping to ensure the success of story book time at home.

Some parents need encouragement and practice to improve their ability to read with expression.

2. Explaining the text and providing contextual support Parents are encouraged to do all they can to ensure the child understands by breaking up the text with explanation and the use of contextual clues: introductory scene-setting remarks,making connections with the child's own experience, the more recent the better;choosing books with pictures,pointing to the pictures and linking them with the story; explaining some unfamiliar words or ideas,using pictures where possible.

3.Phonological attraction Choosing texts with strong phonological attraction, dependent on the vocal channel e.g. stories with onomatopoeia,assonance, alliteration,rhymes and repetition;singing songs;playing with rhymes and the component sounds of words; using games to do this e. g. 'I spy with my little eye something that rhymes with ....'.

4. Storyline In the earliest stages of normal emergent literacy development children will experience picture books easily used for labeling activities appropriate to a child with less developed language (Moerk,1985).In the first stage of Sulzby's (1985) scheme the children do not give a story-like account but tend to engage in labeling activities with no continuous theme. We anticipate, from work so far, that most children in the project will be at this stage or just beyond at the beginning of the kindergarten year. Books with a strong storyline and much dramatic interest are chosen in order to get the children to attend from page to page and to understand that the story has a continuity which belongs to the story as a whole. Traditional stories, widely known in the culture and likely to be familiar to the children make good choices here e. g. 'The Three Bears'. No-text books and the parents making up stories also have a place. Traditional stories from within an oral tradition are also useful, though we need to explore this further.

At this stage the parents will be encouraged to gradually increase the size of the chunks of text which they read without interruption. This should not be done in such a way as to discourage the child's questions and comments and a generally interactive relationship with the text. This dilemma is quite problematic in that, particularly the less sophisticated parents, are likely to insist on quiet, audience-like behaviour (Heath,1982), which becomes inappropriate only if overdone.Our experience is that the children we are dealing with initially have a quite short attention span for stories.

5. Active participation by the child This is a fundamental principle of some importance. Allowing the child to choose the book to be read will help ensure the child's interest. What appeals tends to be very idiosyncratic, without any clear patterns (Robinson and Sulzby,1984).The work of Harkness and Miller (1982) suggests that the child will gradually start to take more initiative, turning the pages, choosing the book, asking questions and making comments.

6. The need for short books We have found that many of the children are not used to being read to and have quite a short attention span for listening to stories. Many of the parents prefer short books because they are not strong and/or regular readers. We need then to balance these needs against the need for a strong storyline e. g. by choosing short versions of fairy stories and books with a strong element of repetition and redundancy.

7. The importance of repetition The work of Catherine Snow has shown how important is the element of repetition for the child's emergent literacy competence. She has demonstrated the considerable intellectual feats of three year olds recounting their favorite stories (Snow and Dubber,1982). She shows that the elements of repetition and predictability are crucial to assisting the child's gradual mastery and the establishing of more complex intellectual structures. Rote learning without the pain (except for the adult !).

Morrow (1988) has also shown that children respond to repeated readings of stories by paying much more attention to the text and asking questions about it. The redundancy introduced by repetition and rhymes is an important aid to the child's grasping meaning and being able to predict. Choosing books with repetitive and predictable patterns is an important part of the project's strategy. These facilitate the oral cloze strategies which parents are encouraged to use.At the same time, as shown above, parents are advised to encourage the child's having favorite books and to tolerate their repeated reading.

STAGE TWO

1.Learning that the print carries the message: print in use The child should see the parent using print for a whole range of purposes and should have this pointed out to them. As far as possible the child should join in e. g. helping to make a cake from a recipe, helping write a shopping list and joining in the shopping, choosing programs from the TV guide, looking up football results in the paper, writing and answering invitations, sending letters and postcards.

During story-book time the child should be able to see the print and the parent should run a finger under it while reading. We have found that some children, initially face the reader, obviously repeating their experience in the kindergarten.

2.Repetition- favorite stories One of the most important principles is the value of repetition and favorite stories, as shown above. At this point oral cloze activities can be added to with simple written cloze in which easily predictable words in the text are covered up for the children to guess.

Mason and McCormick (1986a) have used packs of simple books with a repetitive (predictable) format. These are read often to the children in the pre-school, with the children joining in. The books are then sent home for the family to keep. Mason and McCormick report that these books receive much use at home and that their simplicity and predictability lead the children to pay much attention to the text and to begin to decipher the graphophonic system. They report influences on children's reading competences from systematic longitudinal research both with 'middle class' and low-income families. They claim that the simple text encourages an 'I can do it' attitude, as the child finds it easy to know the message verbatim, and to begin to ask questions about the meaning of particular words and to find out about their component sounds. It is important, though to avoid using texts with over-simple, artificial language of the 'John and Betty 'type.The project will use this strategy in 1989, and is currently carrying out pilot work on it.

There is something to be said at this stage, for mixing short, predictable books with books included for the strength of their storyline.

3. Encouraging letter knowledge The families are given alphabet

friezes and are encouraged to watch 'Sesame St', which is very popular among them. Alphabet books are available for borrowing and parents are encouraged to buy their own.

4. Writing From the start parents are encouraged to foster drawing, scribbling and writing, and are supplied with paper and pencils. In the act of writing the child may confront the writer-reader relationship in a way that makes clear the functions of writing and which may also begin to familiarise the child with letters and the graphophonic system.

RESULTS

The evaluation of effects of the program on children's literacy development will begin with assessments in November,1988.

(a) A classification of parents This section will present a categorisation of parents' reactions to the program from our guiding perspectives set out in Figure One.

On entry to the program each parent received a detailed interview using structured and open-ended questions designed to assess the level of literacy support in the home and to give some general indication of support for the child's education. After each visit detailed notes were kept about the parent's progress in supporting the child's literacy development and any other relevant information about the child and the family. The home visitor has produced the following categorisation after a lengthy process of analysis and discussion with the senior researcher.

An initial list of categories was produced with discussion and checking in the files about individual cases. This categorisation remained the subject of discussion over a two month period. After a decision had been made on which categories to use, each family was placed in the scheme by consulting the detailed notes on each case. This entailed frequent discussion with the senior researcher. During this process an extra category was added. One month later the home visitor produced a description of each case and during this process the validity of the classification received further test. The senior researcher then made an independent classification of each family . The level of agreement was percent. Discrepant classifications were then discussed and reclassified.

1. Supportive-sophisticated One parent stood out from the rest as especially interested in her children's education and relatively confident and sophisticated in how she supported it. She was very encouraging of her children's language development, talking with them often, asking their opinions and promoting their critical thinking. She encouraged the use of 'decontextualised' language e.g. speaking in complete sentences. She asked 'How' as well as 'What' questions. She also voiced firm beliefs that children have rights e. g. to make decisions for themselves. She also

encouraged them to have their own opinions e. g. about events in the news or issues arising at school.

The family environment was scored at a high level on the literacy support scale.

This mother was a member of the School Council and the preschool teacher said that she felt intimidated by her confident and articulate manner.

This parent appears as 'Frances' in the Appendix.

Two other mothers probably belong in this category but not at such a high level of sophistication. Altold about five percent of parents could be classified in this way.

2. Supportive-unsophisticated The bulk of the parents, some sixty three percent, fall into this group. They are extremely interested in their children's education and keen to help in it but, generally speaking, lacking in knowledge and confidence in how to go about this.

There are considerable variations within the group, one or two being on the borderline of group one.Some of the parents had already been doing some of the activities we suggest e. g. reading to the child, providing pencils and paper,teaching the alphabet,writing words or pointing out environmental print. However the frequency of reading to the children and the supply of books did not reach the desired level. Some had already read to their children but without success because of absence of expression and had given up. Modeling by the home visitor, and the use of audio-tapes led to a definite improvement in all such cases. One such parent, Jocelyn, remarked " I really enjoy doing it now." Others had bought books on child development and preparing for school, e.g. 'Katie' who appears in the Appendix and several others.

But overall, these parents who were already engaged in support activities were seeking confirmation and guidance. They tended to be unsure whether they were doing ' the right thing'. For example they would ask questions about whether to teach sounds or letter names for the alphabet and whether to read favorite books or to encourage variety.

Others had been rather less active and were more unsure about what to do, though very keen to help. Some of them read to their child with the child facing them, holding up the book for the child to see (following the kindergarten teacher's practice in reading to a group).

This second group probably corresponds to the 'silent majority' referred to in the introduction. We cannot be certain of this because we had no initial information about their readiness to visit the school and their confidence in dealing with teachers. As indicated below, a number of them did become involved in the school. But it seems that this, in part, was a result of the program.

The case studies of 'Katie' , 'Mary' and 'Carol' in the Appendix illustrate this grouping.

Some of the remaining categories have rather fluid membership. This category at its largest might contain some seventy one percent of the parents in the project, rather than the sixty three percent mentioned above. But this merely serves to emphasise how tentative this classification scheme must be.

3. Supportive-independent minded This group of parents were interested in helping their children's education but, initially, resistant to advice and critical of professionals working in schools and preschools.

For example Holly's child was due to be four and a half at the beginning of the school year and both the preschool teacher and the home visitor advised keeping the child at home for another year. Holly was unwilling to heed this advice. A similar situation was seen in two or three other cases, although these were in families with at least two other children of preschool age. Holly thought that keeping her child back for a year would be a sign of low confidence in the child's ability.

Lisa was extremely critical of the fact that her child had had three different teachers in the first weeks of beginning school, and had she the transport resources would have moved the child to another school.

We intend no criticism of these parents by classifying them in this way and their reasons for being resistant may well be justified.

The typology described above needs modifying to accommodate these parents, who were, generally, confident in their own opinions vis-a-vis those of teachers and willing to visit the school. However they were not 'enthusiasts' but were willing to support their children's education at home, e. g. by buying books, teaching children to write their names,reading to them ,providing pencils and paper etc.

It should be stressed that membership of this category is fluid and that over time a number of parents became less critical and resistant. For example, one parent was involved in a custody hearing for the care of the child and was extremely suspicious of the the intentions of our project. Eventually she became an enthusiastic supporter of the project in ways which confidentiality will not allow us to reveal.

About ten per cent of the parents fell into this group.The case of 'Holly' in the Appendix illustrates this category.

4. Supportive-stressed This group of parents are interested in their children's education and want to help, but often this has a reduced priority compared with other more fundamental problems of survival e.g. custody issues, being raided by the police, domestic violence, sickness, supporting extended kin, emotional stress in marital relations, pregnancy, having many preschool aged children, financial problems, hunger.

One of the schools asked the home visitor to continue with home visits with a number of families and not to phase them out of the program. Presumably this was because of the child's level of literacy development. All of these children except one come from this category.

Membership of this group is also fluid due to changing circumstances.

When the pressure is lifted most of these families would be classed in the second category.

At most about thirteen percent of the families fell into this group.This group approximates more to the 'uninvolved' category in our opening typology.

5. 'Non-coping' The one family in this category approximates to the stereotype of the 'undeserving poor'. This parent agreed to be in the program but in effect did not participate. Appointments were repeatedly missed, books were lost and little attempt appeared to have been made to follow the work of the program. The mother herself was not literate and had a problematic extra-marital affair. She was involved with a number of welfare agencies in the area e.g. Community Services Victoria, Outreach, Adult Literacy. She had three preschool children who at one time during the year were in care.

This family has not been placed in the 'supportive-stressed' category because we believe that the parent had fundamental problems in performing the parental role which were not simply the result of stressful circumstances . Though we resist the tendency to stigmatise the poor and disadvantaged from a 'person-blame' perspective, it has to be recognised that not all parents are suited to being involved in the program and that we may do them and their children no service in asking them to be involved. It is possible that we merely succeed in raising the level of guilt and sense of pressure without helping the child.

(b) Level of parental involvement Later this year parents will be interviewed to find out about their reading practices with their children. We will now present an assessment of the extent of take-up of the program during the period of home visits. This is based on the home visitor's informal observations and discussion with the parents which naturally included questions about this.

It was judged that all the parents in the 'supportive-sophisticated' and the 'supportive-unsophisticated' categories were reading regularly to their children. The one 'non-coping' parent was not. Of the other two categories about half of them were doing so, as far as we could tell. There are four families we are still working with. Excluding these, this indicates a 'success rate' of about 86 percent. This also leaves out the refusals.

There is little doubt in our minds that this success rate is due to the regular supply of books delivered in such a convenient way. The larger of the two schools involved will not allow Prep children to borrow books from the library and the books sent home by the classroom teachers appear to be from a reading series, intended for the children to read to the parent. We have received many unfavourable comments on the supply of books from the school. The school provides a library of attractive books for parents to borrow and to read to their children. We are informed that only four of the parents in the program use this library. This is clear evidence of the need to reach out to parents and of the efficacy of a method of delivering books which bridges the home-school gap. Ideally children should take home books regularly from the class library, their choices being guided and known about by the teacher.

It is the home visitor's judgement that most of the families who have been reading regularly to their children will continue to do so, provided they have a regular supply of books.

(c) The need for short books many of the children in the program had not been read to regularly before, or before their pre-school year. Consequently in many cases their attention span for listening to a story was limited. Also many of the mothers were not used to reading and preferred short books to read aloud. The visitor left behind five books at each weekly visit and attempted to adjust the length of the books to the competence and interests of the child and the parent, with an appropriate admixture of books of differing lengths, after having given the child some choice.In this way an attempt was made to build up the child's and parent's tolerance of longer books.

In buying books we have tried to build up a supply of short books with repetitive and predictable patterns (Bridge, 1986) and themes and language likely to appeal to this group.

McCormick and Mason (1986a) report a project in the U.S.A. in which short books were repeatedly read to four year olds in pre-school to the point at which they could recite them. Packages of the books were then mailed home to the parents and it appears from the evaluation that this led to the parents reading to the children more frequently than in a comparison group, with ensuing benefits for the children's literacy development . The success of the project was later replicated with a sample of disadvantaged families with children at Headstart Centres (McCormick and Mason (1986b).

Given the considerable costs of home visiting, in the present project, it has been decided to seek funding to introduce a modified version of the Mason and McCormick approach, but retaining an element of home visiting and instruction of parents either at home or in the pre-school, to ensure that we reach out to all parents.

We have also found that the kind of books carried by supermarkets and newsagents tends to differ from those for sale in bookshops. Parents in disadvantaged localities tend to have access to the former rather than the latter. The variety tends to be limited and often the language quality is not so rich. Obtaining short, predictable books with rich language from the supermarkets is more difficult.

(d) Effect on home-school relations Although not a prime aim of the project, we have tried to improve the parents' confidence and competence in dealing with the school. This has had some influence on parents' participation in the school.

For example at one school the induction program for parents held towards the end of 1987 was attended by twenty parents, whereas normally only about five people would have been expected to turn up, or so we were informed by the school's vice-principal who was in no doubt that this was a result of the program. The Parents Club also saw a considerable increase in attendance after the home visitor encouraged parents to attend, at the request of the school. A number of parents in the project are members of the School Council and ,generally speaking, the parents have shown a greater readiness to be involved in the school e. g. in the Infant level motor program.

(e) The importance of personal contact The home visitor has become a well-known figure in the locality and is greeted warmly by the children when she sees them in the neighbourhood and the school. This has created an identity for her which makes access to the families easier, since many parents and children know about her in advance. Her visits are usually welcomed and she often finds that people ask her for advice on all manner of problems e.g. custody issues, the school achievements of elder siblings of the target child,marital problems, choice of schools and when to begin school, adult illiteracy. We are in little doubt that the project's success is largely due to the element of personal contact and in future programs we will be looking for means of retaining this in a more cost-effective way.

CONCLUSION

Preliminary results suggest that the program is working effectively in the sense that parents are reading to their children as a result of being in the program. The home visit strategy appears to work. However there are some parents who find it hard to participate regularly because of multiple demands on their time and energies, and their ability to cope.

There is a need to obtain a supply of books which do not overtax the children's and parents attention and interest. It is important though that the needs for simplicity do not result in choosing books with unnatural or contrived language. Short, predictable books with rich language would help to meet this need.

FIGURE 1

		Parents Want to Help Child's Education	
		YES	NO
Parents Attend School Regularly	YES	1	3
	NO	2	4

1. Enthusiasts 2. Silent majority
3. Ambiguous 4. Uninvolved

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A. Katie approached the Centre to be involved in the project. She had seen publicity material in shops around the area.

The Kindergarten teacher suggested that K was keen to be seen as a good parent, but in the teacher's opinion this was only show.

Katie always seemed responsive to ideas and was always keen to show new books she had bought. She wrote away for a set of books on "Sharing" "Telling the truth" and used these as stimulus for discussion of these topics with her daughter.

Katie is a single mother on a pension and is looking for a job now that her only child is at school. She gets support for child minding from her own mother and neighbours.

Initially she was somewhat unreliable in relation to appointments, but this improved and she was most grateful for the help received.

B. Carol is a single mother with two children. Before her marriage she worked as a nursing aide. She would like some outside work now that both children are at school but finds it difficult to find any work that will fit in with school hours.

Carol was most responsive to the project and found that it helped her understand ways to help her prep child, who was at the beginning stages of reading, as well as her pre-school child. She particularly enjoyed short books with simple text that she could share with both children, although they also enjoyed longer books with a more complex story line.

Carol regrets that she did not make the most of her own educational opportunities and wants to give her children all the support she can.

She is now very involved in the school and is on a number of committees.

C. The initial approach to Sally's family was made through the pre school. Early on it was difficult to make contact, appointments were not kept, but this was usually followed up by an apology phone call.

Sally listened to suggested activities but she said as she had 4 other children and her husband was often away she did not have enough time to spend reading. An older sibling - a keen reader, sometimes read to the younger ones.

This was one of the three project families who did not attend the induction activities at the school for prep children.

Since the start of the school year Sally has left home and the children are being cared for by the father and other relatives.

D. Lisa has three children all below school age. She lives apart from the children's father with whom she has intermittent contact. In the early stages the researcher found it difficult to conduct an interview as there were rarely less than four children present and they and the T.V. provided a formidable barrier to concentration.

Lisa asked to be in the project through her contact with the Community Centre. She had difficulty in creating a routine for sharing the books with the children and often did not get around to reading the five books. Books which were discussion starters rather than actual stories, were more popular with Lisa. She also preferred to read books with a small amount of text.

Lisa was keen to know what the actual school routines would be and she attended the induction meetings at the school. She told the researcher of her extreme dissatisfaction with the number of new teachers her daughter has had since the beginning of the year. She says that if she could afford to buy a car she would drive her child and send her to the Catholic School.

E. Holly has one child who she is bringing up on her own. She joined the project with the encouragement of her neighbour. The two mothers met together with the researcher although after a couple of weeks Holly attended meetings only irregularly because the time clashed with one of her handcraft classes.

Holly often asked questions about teaching methodology and modern school practice. She also expressed a scepticism about the need for a different approach from the one she herself had experienced. Just before Christmas she said she thought she had enough books and did not want to receive further visits.

F. Frances has two children, the youngest of whom was involved in the project.She actively encourages her children to form their own opinions on a variety of issues,and claims not to understand people who do not read to their children.

She has always provided books for her children and all the family are library members.Although it has only been since the youngest was at pre-school, that he has been read to on a regular basis,any ideas that the project suggested were readily adopted.

She is outspoken on educational and other issues. The pre-school teacher treated her with "kid gloves".

Frances is active in the school and is on the School Council.

Both she and her husband are keen that their children should have the best opportunity ,and they plan to have a private secondary education.Now that the youngest is at school ,Frances will attend night classes so she can get a better paid job than the unskilled work she had before the children were born.

G. Mary is a single mother living on a pension. She has two children, one at high school and one in Prep this year .The family came into the project through contact with the Community Centre, with which they have considerable contact. Quite often we read books together in the park opposite their flat and a group of local kids would form to hear stories and to look at books.

Mary was quite keen to try the activities suggested, when she saw that her daughter's reaction to books was so positive.Prior to being involved in the project she had not read much to her daughter, but she now finds that stories are requested regually and they enjoy books together. Mary often buys "educational" type toys- plastic alphabet letters, blackboards and pencils.

She enjoys handcraft classes at the Centre and now that both children are at school she has more time to pursue those interests.

TRAINING STUDENT TEACHERS TO WORK WITH PARENTS AND THE COMMUNITY

(Paper presented at the South Pacific Conference "Partnerships in Education" September 1988)

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Abstract

The training of teachers in Australia has been closely and understandably interrelated with the perceived purposes of schools and the roles of teachers. During the past century, schools have largely been perceived as places where traditional knowledge and skills have been "passed on" to new generations of young people. Teachers were thus the "expert knowers" whose task it was to pass on what they knew to their students. The result was a strong tendency for schools to become isolated bastions of learning, developing and protecting their own styles of learning and their own conceptions of important knowledge.

This has changed. We now live in a dynamic, information-based society where knowledge and skills need continually to be updated. Unless they are prepared to "come out of themselves", schools will rapidly lose touch with our social, cultural, political, economic and even our learning history. Rather than expert knowers, teachers need to be seen as expert and practising learners. To do this they cannot rely on their own internal cultures, perceptions and definitions. They need to be able to live in the real world, interpreting and helping shape this world through their own lives and the lives of their students.

They need to be educated to take on a different self-concept and a new set of skills where their credibility is no longer based on what they know but on how well they can learn and how well they can model this learning.

This paper describes an attempt to explore some of the implications of this mind-switch for teacher training, and in particular for what up until now has been called practice teaching.

Introduction

Issues relating to the pre-service preparation of teachers in Australia are complex and diverse, and generate lively debate in the professional literature. Moreover, these concerns have been the catalyst for various government reports at both the Federal and State levels. (For example, Auchmuty:1980, Bassett:1978, and Correy:1980)

A review of these government reports and the relevant academic journals indicates that the debate on models of teacher education has largely focused upon issues such as:

(1) The structure of the academic pre-service course, (including such issues as the importance of, and mix of, liberal studies, curriculum units and foundation units.)

(2) The duration of such pre-service courses and whether they should be accorded Diploma or Degree status.

(3) The relative merits of courses which are largely vocational in orientation (eg Three Year Diploma Courses offered mainly by Colleges of Advanced Education), as compared to the undertaking of a general academic degree which is linked to "end on" vocational Diplomas of Education.

(4) The amount and format of "teaching practice" and "school studies" which ought to be infused into pre-service programs.

Each of the above issues is multi-dimensional, the alternatives in terms of structures and programs are almost infinite, and much of what is written about them is indeed proactive rather than reactive, as the educational community responsible for teacher education seeks to find better ways of preparing teachers in training for the rigours of school life.

The focus of this paper is on issues relating to teaching practice and, in particular a description of a project undertaken by third year Diploma of Teaching students of the Mt Gravatt Campus of the Brisbane College of Advanced Education in first semester of 1988. It is our contention that, despite some promising developments in the professional literature in this area, (as briefly sketched below), it remains true that the implementation, if not the debate on teaching practice is one area of teacher training which has traditionally suffered an unfortunate narrowness of focus - a narrowness which, we believe, the Mt Gravatt project and other projects like it, have the capacity to redress. What then has the academic debate in recent years produced in the way of new ideas on the structure and purpose of this aspect of teacher education? One significant area of analysis has centred around the so called "theory-practice" dichotomy (Ellis:1987). For instance, Price(1987), urges that the gap between what is offered in the training institutions and what students are required to do in schools should be narrowed. Turney et al (1985) in a similar vein argue that a coherent program of studies should be developed in which much closer links are forged between theoretical studies and field experience.

Another issue, which is very pertinent to the project described in this paper, has slowly emerged in the latter part of the 1970s, and is providing a focus for debate on teaching practice in the current decade. This notion is that the concept of "teaching practice" deserves to be broadened from its earlier narrow base of the student mainly practising teaching and observing lessons - "a very casual form of apprenticeship"(Price 1987:107) into an integrated set of school based training experiences which have a rationale, objectives and a diverse range of foci all of their own. To convey these broadened connotations, the term "practicum" emerged during the 1970s, and was given a greater clarity of focus in the important 1982 publication. The Practicum in Teacher Education: Research, Practice and Supervision (Turney et al:1982) This work in its conclusions and recommendations argued for even further clarification and broadening of the practicum (P195), and it was again Turney and his project team who provided this broadening by comprehensively developing in 1985 the notion of a "Practicum Curriculum". (a concept which they had alluded to only briefly in their 1982 publication). These authors argue that the "Practicum Curriculum" as they define it should embrace experiences which extend the practicum well beyond the classroom domain. They point out that this expanded notion of a "Practicum Curriculum" should provide:

> "purposeful and systematic student experiences in the roles and tasks of teachers across the domains of classroom school and community."
>
> (Turney et al:1985:xii - our emphasis)

This development in the literature is partly a reflection of the reanalysis of such fundamental questions as "what is a teacher?" and "what is a school?" Kemmis et al (1983:4-7), for example, argue that schools have traditionally been "separate institutions", geographically proximate to, but nevertheless largely closed to their communities. Their plea for a "socially critical school" includes, amongst other things, the idea that schools should be "organic to" and responsibe to their communities in a way that will completely remove any need to "build bridges" between the school and its community (Kemmis et al 1983:4). In essence they propose that the closed institution is to be transformed into an open institution which is an integral part of the local and wider community.

Such redefinitions of schooling lead naturally to a redefinition of teacher roles within and beyond the school and hence a need for reanalysis of the inclusions in the practicum curriculum in which teachers in training should participate. The socially critical orientation means we can no longer see the teacher in isolation from the rest of the community. There are compelling reasons why an integrated and holistic paradigm of education is most appropriate at this time, and the range of topics and issues being canvassed at this "Partnerships in Education" Conference is evidence of activity employing this perspective. Specifically the push for greater integration between schools and their communities can be seen as part of a general trend towards the greater accountability of education to the wider client community and to individual parents. The last 20 years or so have seen the increasing politicization of education in Australia, partly because of the cost of delivery of this service, partly because a more educated citizenry is taking greater interest in matters of curriculum inclusion or exclusion, partly because of the mechanisms which schools employ to sort or sift students into successes or failures and partly because of the ways in which schools, through the recycling of their own rules and practices, have created an institutional sub-culture which is separate from the wider society.

Education, therefore, is under increasing pressure to become part of a wider "community domain" (Turney et al 1985:271), and the training of teachers needs to be infused with experiences which provide competence and expertise in working in this community domain. Prominent in this community domain are parents.

Schools and school systems which acknowledge the central place of parents in the educative process lie at the heart of a truly integrative school - community relationship. Parents are important in several different ways. Parents are the primary educators. By the time children arrive for their first day of school, they have already learnt a vast amount in terms of skills, knowledge and attitudes, mainly from their parent(s). This process is ongoing as children return home to their parents after their relatively short and spasmodic periods in the classroom. Moreover, teachers' work inevitably and increasingly involves interaction with parents, in both face to face encounters and through written communications. How this relationship with parents develops and the degree to which it can be used to enhance student learning depends largely on the confidence, skill and attitude of the teacher.

At the systemic level, as education becomes increasingly politicized, parents are becoming more important in the total educational enterprise. They are important as allies in a schooling system which finds itself under pressure from a society looking for answers to problems involving unemployment, violence, economic woes, environmental threats and moral dilemmas. Parents play a vital role in lobbying governments to maintain a realistic level of funding for education from tight government budgets. In most states, parents are represented on formal, state level policy bodies. They are also important components of school councils in the majority of states.

It is thus appropriate, if belated, to acknowledge that parents are a part of teachers' work and ought to be included, both theoretically and practically, during pre-service teacher education. That this is largely not the case is highlighted by Turney et al when they assert:

> " the present curriculum neglects the important roles and responsibilities teachers must perform outside the classroom in the school and its community. A much broader conception of the teacher's work needs to underpin the scope of the practicum experience."
>
> (Turney et al 1985:10)

The project described is one attempt to address this need.

OVERVIEW OF THE PROJECT

Third year Diploma of Teaching students at Mt Gravatt Campus of the B.C.A.E. normally undertake two blocks of practicum experience, approximately in the middle of each semester. The experiences planned in these practicums, although comprehensive, have a very strongly school-based focus. Student teachers do not normally work with parents and the wider community in any formal way.

In response to the literature and for the reasons analysed earlier in this paper, an initiative was undertaken at the lecturer level to establish a small pilot program for a group of students during the first semester practicum, 1988. The principal objective of this program was to encourage these student teachers to initiate and participate in a range of tasks which would develop and enhance their skills for working with parents and the wider community. Prior to the students being invited to apply for the alternative practicum, the two lecturers involved made preliminary contact with a number of organizations to make sure that adequate scope was available.

All participation in the program - that of students, teachers, lecturers, schools, community groups and individual community members - was on a fully voluntary basis, usually as a result of invitation. Hence a high level of commitment to the project was obvious among those who took part. Student teachers were invited to volunteer for the project if they had already demonstrated a high order of skills during their four previous practicums. The assumptions made were that "more of the same" in terms of teaching practice would not necessarily benefit such students and that, since they were obviously highly effective in classroom contexts, missing one period of conventional teaching practice was unlikely to disadvantage them. The challenge that was issued to those students who did volunteer was that, in working with schools, parents and the community, they would need to enhance skills that they had already developed in the classroom, but in different social contexts, and that certain skills which may have limited development in classrooms would be called upon.

Support for the project was forthcoming from the campus principal and the relevant academic boards of the College. A unit outline for the project was written. This unit outline included a rationale, specific objectives (which incorporated those of the mainstream practicum as well as identifying additional objectives pertinent to working with parents and the community) and included an assessment pro-forma suitable for the evaluation of student participation.

In order to provide variety within the project and in order to challenge the student teachers across a range of contexts, three significant educational issues were identified, corresponding with three different combinations of participating schools, parents and community groups. Once each of these three "strands" had been identified, the volunteer students were then invited to opt for one of these three strands. After the three student groups had been constituted, the participating lecturers took an advisory role only. Hence the primary responsibility for initiatives involving planning and implementation of the project strands rested with the group of participating student teachers.

Strand 1 Q.C.P.C.A. **Personal Development and Health Programs in Queensland Primary Schools**

One of the policies of the Queensland Council of Parents and Citizens Associations (QCPCA) is the development of a new personal development and health program in schools. The development of such a policy was given a boost by the change of premier and change of education minister late in 1987.

The five student teachers who chose to work on this strand negotiated a program with Mrs Nancy Col, a vice president of QCPCA. The plan they made was to work for the four practicum weeks in a range of schools. During this time, they would interview parents, students and teachers about the current practices in schools and about the perceived needs for change in the area of health and personal development. They would share their findings in a workshop at the annual conference of QCPCA in June 1988.

They worked intensively in about 12 school communities during which time they collectively

- interviewed, in pairs, about 350 primary school pupils (average interview time about twenty minutes)

- interviewed about forty primary school teachers and principals

- interviewed about fifty parents, and attended several parent meetings

- engaged in classroom teaching and observation in a variety of different settings (this mainly as a logistic consequence - they worked in pairs, one teaching the class while the other interviewed the teacher)

- visited a number of community health resources, including the Life Education Centre on the Gold Coast

- interviewed service personnel and consultants in health education and personal development

- made a videotape of parent and student activities related to health and personal development

- each kept a journal of activities

- compiled a report on their findings

In addition, they attended the three day annual **conference of QCPCA** attended by about 140 delegates from all areas of Queensland **where they**:

- briefly addressed the total conference

- ran a 90 minute workshop with over 40 delegates. They have since been asked to travel to Bundaberg to repeat the workshop at a regional conference there in October 1986.

- listened to speakers including Garth Boomer and Queensland Education Minister, Brian Littleproud

- discussed their program personally with both the Minister and the Assistant Director General for Education (Dr Ken Robertson)

- presented their findings formally to QCPCA - findings which became an important part of QCPCA's discussions with the Minister and with curriculum developers.

Following these activities the students have:

- reflected on their experience, including a full day's debriefing with their advisory lecturer

- agreed to give a guest paper at a future staff colloquium on campus

- agreed to attend a number of local P and C Association meetings to report their findings.

Strand 2 Q.P.D. **"The mainstreaming of intellectually and physically handicapped pupils and the problems and opportunities this generates for parents, pupils and schools."**

After discussion with the President of the Queensland Parents for the Disabled (QPD), this group of two students planned to spend four weeks working with pupils, teachers, parents, administrators, aides and community agencies investigating the issues identified by their topic.

They worked in six school communities each of which has either a specialized unit for disabled students or has developed special programs to cater for them.

During these four weeks they:

- interviewed many disabled primary and secondary school students
- interviewed other students about their attitudes to their peers with disabilities
- interviewed principals, aides and teachers
- talked with many parents by means of
    - face to face interviews in the school setting
    - telephone interviews
    - home visits
    - parent meetings and workshops
- engaged in classroom teaching, interacting, and observation in a variety of classroom settings
- visited a number of community agencies relevant to their work
- talked with Education Department personnel at the Regional and State levels
- interviewed politicians (the Shadow Ministers for Education)
- interviewed representatives of the Queensland Teachers Union including President Mary Kelly
- made a videotape of parent and student activities relevant to their work and designed for future use by the School of Teacher Education at Mt Gravatt
- kept a journal of their activities
- compiled a report on their findings

Following these activities, the students have

- reflected on their experience and their learning including a full day debriefing with their advisory lecturer
- agreed to present a paper at a future campus staff colloquium
- agreed to report their findings to the P and C Associations in the schools in which they worked.

Strand 3 "The Challenge of Transition: Perceptions of the student transition between primary and secondary schooling - a case study of three schools.

Four mature age student teachers engaged in the planning, implementation and presentation of findings of a school based research project which looked at the school students' perceptions of the challenges involved in the transition from primary to secondary school.

During the planning stage, the student teachers:

- sought and obtained the permission of the Regional Director of Education to conduct the research

- liaised with the principal of a large Brisbane suburban high school and the principals of two of its supporting primary schools in order to gain access to year 7 and year 8 students of these schools

- read across the literature on qualitative research methodologies including "grounded theory" and "ethnography" in order to familiarize themselves with an appropriate research methodology. (Glaser and Strauss: 1967, Phillips: 1971) A qualitative grounded theory approach was employed wherein the four student teachers, as researchers, did everything possible to avoid imposing preconceptions in the students' minds regarding the issues related to transition, or what the individual school students perceived to be the issues.

- read across the literature on the transition from primary to secondary schools (Woodhouse: 1983, Power and Cotterell: 1981), in order to sensitise themselves to the issues relating to transition as revealed in earlier research.

- attended staff meetings at the schools in order to explain to the participating teachers the intent and the methodologies of the research

- interviewed the year 8 coordinator, the guidance officer and the remedial teacher at the high school to ascertain the perceptions of these experienced teachers' about the transition and to find out what strategies the school already uses to ease this transition

- wrote circulars to the parents in all three schools explaining the research project and seeking the approval of parents to allow their children to participate

- developed "open ended" questions for use in interviewing individual year 7 and year 8 students

- developed a written questionnaire to be completed by the parents of year 7 and 8 students who were to be interviewed

- developed written questionnaires to be completed by the year 7 and 8 teachers involved in the project

- liaised with the three schools to identify target classes for the research and to develop a timetable for the four student teachers to observe in classrooms, to interview individual students and to distribute and collect questionnaires.

During the implementation of the project the student teachers occupied themselves in a data gathering stage and a data processing stage.

(A) During the data gathering stage they:

- all spent a week in the secondary school where they worked in pairs with four target classes. For the first two days they observd classroom activities in an attempt to internalize the ethos of the classrooms and to identify the students to be interviewed so that the student sample would include a wide range of student types from the most able to the least able and from highly motivated to deeply alienated. During the last three days they conducted individual interviews with a sample of 96 students from these classes using the open ended questions devised earlier. Some interviews were audio-taped and all interviews involved the interviewer in the taking of notes in order to establish trends in the emerging data.

- administered the written questionnaires among the teachers and parents at the high school

- worked in pairs in the two feeder primary schools. The methodology used at the high school was repeated in terms of observation, interviewing and the administering of questionnaires, this time with those involved in the year 7 cohort

- as part of their work in the high and primary schools, the student teachers recorded a video interview in which year 7 students from the primary schools made enquiries of a group of year 8 students, the year 8 co-ordinator and some year 12 students. These questions centred around aspects of high school life. This vidoetape was edited and titled by an audiovisual unit from the Queensland Education Department.

(B) During the data processing stage, the student teachers:

- spent two weeks processing the data in order to determine generalizations which could validly be made in the light of the mass of student responses. Parent and teacher data was also processed in order to identify links and relationships between their responses and those of the students. This was an arduous and time consuming process as the student teachers tried to utilize correctly the "grounded theory" approach of Glaser and Strauss.

- consulted with the supervising lecturer about the significance of the generalizations which were emerging from the data.

- wrote up the generalizations in a coherent manner and in a form that was appropriate for their presentation in a public forum.

During the Presentation of Findings Stage, the student teachers:

- decided that the most appropriate format for the presentation of results of the research would be a half day public seminar entitled "The Challenge of Transition".

- decided upon a date, time and venue and made the necessary bookings and "housekeeping" arrangements.

- had invitations professionally printed and distributed to potentially interested educators, parents, politicians and school students.

- developed an agenda and a series of presentations for the seminar, some of these presentations involving guest speakers and others presented by the students themselves.

- conducted the seminar professionally to an audience which included lecturers, school teachers, parents and school students as well as the Liberal Shadow Minister for education. They produced a workbook for the seminar participants and used a range of audiovisual resources including the videotape they had produced.

Following the major activity, the four student teachers each reflected on the project with the help of a diary containing their candid and critical reflections on the progress of the research project from the beginning to conclusion. They were asked to analyse in this diary the range of skills which they were utilizing during the project, their assessment of their skill competencies and significant findings which were emerging on the issue of transition. After the advisory lecturer had read the completed diaries and shortly after the half day seminar, the individual students had discussions with the lecturer during which the evaluation forms for the unit were negotiated. There was also a meeting between the lecturer and all four students during which the project's strengths and weaknesses were analysed and future possibilities canvassed.

Project Outcomes

Three aspects of the pilot program need to be gauged. The first aspect is the value to the students. The second is the immediate value of their achievements to the schools and communities concerned. The third is the usefulness of the exercise as a pilot program, pointing the way to possible further developments.

The value to the student teachers can best be gauged by their own response to the program. Without exception they expressed a new awareness of a much broader role for teachers. They commented on the value of one to one discussion with teachers, pupils and parents. Home visiting and attendance at parent conferences had strengthened their commitment to the perception of teachers as active social agents. They also believed that the broader context in which they now viewed their work would enhance their classroom practice by rooting it firmly in the life of the community served by the school.

Another aspect of this broadening of perspective was that the students were challenged by situations which forced them to see schooling in its totality - as an ongoing process over both primary and secondary schooling, and into adult life.

The immediate high value of their work to the groups with whom they were involved is evidenced by a number of outcomes. Strand 1 students, by their presentation at the Annual Conference of Q.C.P.C.A., were able to clarify the issues of personal development and health courses with about 60 parent delegates from many areas of Queensland. They were able to discuss their work informally with Queensland's new minister for education. They have been asked to repeat their workshop at a parent conference in Bundaberg later in 1988. Formal motions passed at the Annual Conference urge B.C.A.E. to continue the practical involvement of pre-service students with parent organizations.

Strand 2 students have so far been able to review their findings with P and C groups in most of the schools with which they were involved. Their work highlighted a number of important issues involved in the integration of physically disabled and intellectually handicapped children. They were able to discuss their work with Queensland's two shadow ministers for education and with senior officers in the Education Department.

The work done by Strand 3 students on the transition from primary to secondary school coincides with new attempts in Queensland to encourage greater continuity across the years of compulsory schooling. The program in which they were involved is thus a model for other school clusters. The video tape they made has been used by in-service officers of the Queensland Education department to highlight the issues involved in the transition from primary to secondary schooling.

As a pilot program, the alternative practicum has demonstrated the value of a broader practical base for pre-service teachers. The lecturers involved have been asked to rewrite one of the mainstream units so that involvement with parents and parent groups becomes a compulsory part of each student's practicum. While this is a positive outcome of the pilot program, it is also a two-edged sword. Much of the strength of the pilot program resulted from the voluntary nature of the involvement and the negotiated planning which took place.

This issue of autonomy leads directly to a consideration of the future of the practicum in teacher education.

The Future

The role of teachers in society is challenged by a set of new circumstances, the elements of which are related to the way information is used and shared in society. Through the media, students now have independent access to a vast array of information undreamt of in previous generations. There are also changes in labour market structures and in the processes underpinning economic development.

All of this creates the need to review the purpose of schools and the role of teachers. No longer are schools places where a body of fixed and proven knowledge is transmitted uncritically to students. Information is more readily available to students through many other channels. Schools rather need to become places where students learn how to select, criticize and integrate the information. How will children of the future make sense of the bombardment of messages and information available to them? How will they structure their own learning? How can they learn to discard outmoded opinions and beliefs as new evidence becomes available?

Teachers clearly need new sets of skills that have much more to do with interpreting and structuring new knowledge, skills and information than they have to do with transmitting the known to a new generation. The way formal educational institutions and systems have progressively recycled distilled and reified their own knowledge needs to give way to a new process - that of linking the present with the past and the needs of students with the currency of social change. To do so is not to throw out tradition or to devalue the established disciplines. Rather it is to mobilize these traditional disciplines in the service of the future.

To perform these tasks teachers need to become expert learners rather than expert knowers, a transformation that requires their continuing contact with social events and familiarity with social needs and issues. A productive culture demands such a transformation. If teachers are to become agents in a dynamic economy and a vibrant democracy, they must be equipped to think and act beyond the narrow confines of a closed curriculum and a defensive set of practices.

Hopefully, the alternative practicum we have described will be one of a number of initiatives which will lead to contacts between teachers and communities, not just with parents but also with industry and other social institutions and not just at the pre-service stage, but also as an ongoing enterprise valued by the profession and by those who administer school systems.

Encouragement for this development is found in the Schools Commission's publication In the National Interest

> "Integrated on-the-job teacher development is required to support new teaching strategies for essential studies, better assessment procedures and the provision of a broad and balanced curriculum involving in-school and out-of-school electives."(CSC, 1987)

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COMMUNITY INVOLVEMENT IN SCHOOLING: MEETING THE TECHNOLOGICAL CHALLENGE

R. Moon

Paper presented to the

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South Pacific Regional Conference

Partnerships in Education

Melbourne, September 1988

COMMUNITY INVOLVEMENT IN SCHOOLING: MEETING THE TECHNOLOGICAL CHALLENGE

R. Moon

The meanings of phrases are extended or narrowed, or even changed, depending on the contexts in which they come to be used. The phrase that is being used as the title of this present conference "Partnerships in Education" exemplifies, I believe, this kind of meaning change. I note that of the five keynote speakers listed on the conference brochure three have backgrounds in the areas of science, technology, business, the economy and its relations with education. Two others have substantial backgrounds in high level educational administration. I suggest that if ten or fifteen years ago a conference on Partnerships in Education had been held, the preponderance of keynote speakers would have been people identified as parent or perhaps "community" representatives. (I will not attempt to elaborate on the meaning of community beyond stipulating that I will use it to refer to those people, particularly parents, in an area served by a particular school.) Thus there is added a new dimension to the phrase "partnerships in education". It is the observation that there may be new categories of people with whom the schools are expected to form partnerships that should prompt us to ask why the schools are building partnerships and in what way.

One other comment on language. The word "partner" has a generally positive connotation, as does for example cognate terms such as "colleague" or "ally". And all of these contrast in shade of meaning with such terms as "confederate" or "accomplice". So my concern is principally to raise three questions. First, what is there about the various relationships which education might engage in that is positive to education, and perhaps the other partners? Second, what is particularly important about the partnership with "the community"? And third how might this be related to other partnerships in which the schools become involved?

At least in the Australian contexts, the notion of partnerships has been quite late in emerging. Indeed for almost a century from about the 1870's Australian schools have been generally regarded as being well protected from other institutions and hence the vagaries and tensions of life outside the education system. We tended, to use Wirt and Kirst's phrase which dates from the 1970's, to accept "by mutual but unspoken and longstanding agreement the myth of apolitical education" (1975, p. 5). It is interesting that in an article of the same mid-1970's vintage "Community/Parent Involvement and Participation in Education" Hedley Beare set out a challenge to the schools to establish partnerships with parents and the community. It is perhaps even more noteworthy that it was seen as worth republishing in 1984, for as Professor Beare comments "the article has maintained its currency, indeed [I] note how relevant it is to the present Australian context" (Beare, 1984, p. 7). Is the case for school-community partnership still not won? Or have the results been less significant then was expected?

As the Auchmuty Report (1980) stated:

> There has been a trend in the last decade to increase community participation in schooling, but to this point it has not usually developed sufficiently to bring school and community into a really close relationship, productive of a high level of mutual understanding.
>
> (National Inquiry into Teacher Education, p. 29)

Perhaps Auchmuty's observation on the lack of "a high level of mutual understanding" stems from a lack of clarity on why community participation has been sought. Certainly there have been a number of interesting and individual school developments. As well, during the first few years most states and territories have established participatory processes through the mechanism of school boards or councils, or in Western Australia, what are called school-based decision-making groups.

Despite these moves to closer community-school partnerships it is not altogether clear just why these changes should be made, apart from some statements, perhaps largely rhetorical, about parents' rights, and participatory democracy. For example, the recent draft statement "Parent's Participation in South Australian Government Schools - A Policy Statement" proposes a number of reasons for parent participation, including the following.

1. The need, in an increasingly complex society, to draw upon all available "knowledge, experience or wisdom" to make educational decisions. Some of this knowledge resides with parents.
2. Parents have the right, because of their responsibility to and for their children, to participate in decision making which affects them.

Another statement from the ACT Schools Authority noted that, when the Authority was being established "the Canberra community agitated for wider participation, greater democracy, more 'openness' and decentralisation in decision making in the school system" (ACT Schools Authority, 1986). But concerns about parental/community rights and democratic participation are not the only reasons given for such partnerships. Consider for example the Western Australian report "Better Schools in Western Australia: A Programme for Improvement" (1987). Under the heading Community Participation in School Management it emphasises that:

> community members can play a valuable role in enhancing the relevance and quality of school decision making and ensuring accountability to local educational needs. Close contact with the community can also foster the efficient sharing of local resources" (Ministry of Education, 1987, p. 5) (emphasis added).

This suggests an added set of reasons for developing community-school partnerships, those related to efficiency and economy.

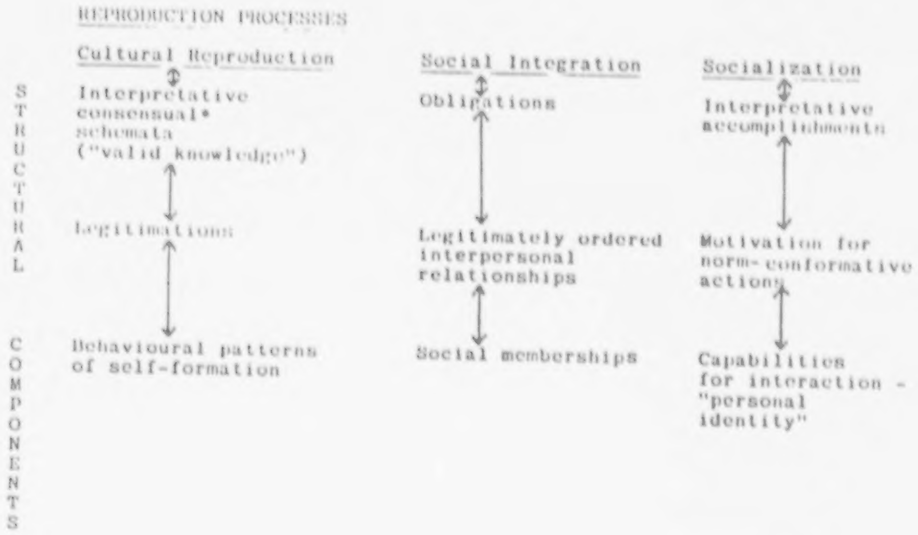
So much for a descriptive account of where we have been in the recent past and where we may be at present. I want to suggest that the considerations to date on school-community partnership have lacked an adequate general framework within which to properly locate them. I think too, that by establishing a framework the significance of partnerships with other groups may be more clearly understood. Further I want to suggest that without such a framework, what the community or parents as a group, may want to achieve for themselves, for their children and for the education system is not likely to be adequately clarified, nor most readily accomplished.

It is a truism that we live in a time of great social, technological and economic change, and that individuals increasingly feel overwhelmed by the scope and rate of change. So much have various activities and processes been institutionalised and bureaucratised that the significance of the individual as initiator and actor seems to have diminished in some cases, almost to vanishing point. As Luhmann has strikingly stated "three millenia of the individual have come to a close" (quoted Pusey, 1987, p. 101). Even if this is exaggerated, it makes the point that individuals are challenged as never before by the power of impersonal forces. It was in part a response to this situation, although indistinctly articulated, that led to the various protest movements of the 1960's and 1970's. This occurred in the education system too. So we had a variety of attempts at alternative schools, free schools, community schools, schools without walls and the like, most with substantial community participation. However, many, perhaps most of these have now disappeared. What we are left with, as indicated earlier, is a fairly formal, institutionalised system of community participation via school boards. But we are still trying to work out more adequate forms of participation. I want to put forward one conceptualisation - a powerful and helpful one, I think - of social changes that are occurring. It is one recently proposed by Jurgen Habermas which does provide a way of making sense of these social changes, and which does then allow us also to make sense of education systems and the partnerships which they may engage in.

Following a long line of social theorists, including in particular Tonnies, Durkheim and Weber, Habermas tries to provide an account of the process of modernisation. These writers have all, in varied ways, attempted to describe how one method of social organisation has been replaced by another; for Tonnies, "Gemeinschaft" is replaced by "Gesellschaft"; for Durkheim, mechanical solidarity is displaced by organic solidarity; for Weber traditional society is subject to "disenchantment" and is succeeded by instrumental reason and what he called the Iron Cage.

Habermas analyses this problem of tradition and change, the old and the new, stability and development, in terms of lifeworld and system. And in his analysis there are some significant differences from those of the writers mentioned above. Lifeworld consists of that taken-for-granted, pre-reflective background of knowledge, assumptions, and naively mastered skills with which we all grow up and live. It has been called a "natural world view" although it is natural not in the sense of being "according to nature", but "normal" to any members of a particular lifeworld. That is, we live within what has been called the "context-forming horizon" of a lifeworld - it defines both what we see and how we see. Thus, within lifeworlds we have holistically structured knowledge. And most importantly, it is structured by and through language, or perhaps more precisely, through communication, for this identifies in language two important elements; it is an activity and it has a social character. At any time there is an interaction between lifeworld and communication such that lifeworld shapes our communicative action. For example our, accepted conceptual structures are so shaped. On the other hand, communicative action reproduces the lifeworld through inducting people, especially children, into seeing the world from the particular viewpoints embodied in language. Language, and its use in communicative action, is the medium by which the lifeworld is produced and reproduced. Figure I provides a schematic representation of lifeworld - its structure and the way in which it is reproduced.

FIGURE I: LIFEWORLD
(Oriented to shared experience)


REPRODUCTION PROCESSES
Cultural Reproduction
Social Integration
Socialization
STRUCTURAL
COMPONENTS
Interpretative consensual* schemata ("valid knowledge")
Legitimations
Behavioural patterns of self-formation
Obligations
Legitimately ordered interpersonal relationships
Social memberships
Interpretative accomplishments
Motivation for norm-conformative actions
Capabilities for interaction - "personal identity"

* Normatively ascribed agreement
OR
Communicatively achieved understanding

(Adapted from Pusey, 1987, p. 106)

The diagram shows an interconnected set of processes to ensure cultural reproduction, the maintenance of social integration, and the process of socialisation of children. Of course, lifeworlds need not be static. They can change in all kinds of ways. However, lifeworlds, in reproducing themselves will usually change gradually. Particular elements of the lifeworld can be questioned and revised at any time, but always within the context that other elements continue to be taken for granted. But:

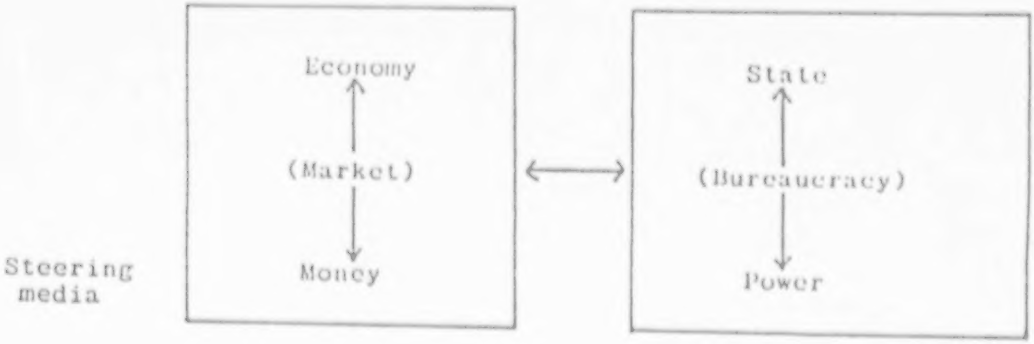
> when [the structural] functions are interfered with there arise disturbances in the reproduction process and corresponding crisis manifestations: loss of meaning, withdrawal of legitimation, confusion of orientations, anomie, destabilization of collective identities, alienation, psychopathologies, breakdowns in tradition, withdrawal of motivation" (McCarthy, in Habermas, 1984, p. xxv).

These crisis manifestations, it is claimed, are characteristic of much of modern society, brought about in large part by the development of system.

This is the other element of modern society. As Pusey (1987, p. 107) states "system refers to those vast tracts of modern society that are 'uncoupled' from communicatively shared experience" that is, uncoupled from the lifeworld. In particular, the state and the economy are systematised and operate through the media of power and money respectively. Further, system is oriented not to communicatively shared experience, but to success. The pursuit of knowledge in system is not directed towards mutual understanding but to instrumental action, that is "the ability to calculate the right means to a given end" (Horkheimer, quoted in Habermas, 1984, p. 346). Most importantly, in contrast to lifeworld in which ends and means are integrated and viewed holistically, in system ends are separated from means. This is what has been called the technological consciousness. Following

Ellul I see this as the consciousness that accepts the ready separation of technique from ends - the type of consciousness which Ellul sees as characteristic of modern thought. The ends of the economy and the state become separated from the integrated and integrating shared experience of the lifeworld. They take on an independence of their own. Figure II provides a diagrammatic representation.

FIGURE II: SYSTEM
(Oriented to "success")



The economy, through the market, and the steering medium of money, transforms a number of lifeworld relationships into commodities. Labour is an obvious example. In a similar way, the state, through the bureaucracy and the steering medium of power transforms lifeworld relationships into power relationships. Care of children and of the aged are examples. As system "colonises" the lifeworld

> moral - practical elements are driven out of the private and public spheres, everyday life is increasingly 'monetarized" and "bureaucratized'. ... the economic system subjects private householders, employees, and consumers to its imperatives" (McCarthy, in Habermas, 1984, p. xxxii).

Habermas also talks of the "seam" between lifeworld and system, for system needs to have some relations to lifeworld - it is not completely independent, but "marches to a different drum". I want to suggest that education in general, and schools in particular lie in this "seam". They are particularly subject to the tensions between lifeworld and system. Probably the sharpest example of this in Australia is provided by considering schools in traditional Aboriginal communities. Here the tensions between a particular lifeworld and the apparently inresistible demands of system are obvious. And the crisis manifestations listed earlier all too accurately reflect the realities of life in those communities. But the same tensions are present in other lifeworlds. We can, by this conceptual construction account for a great range of educational movements and attempted changes, especially over the last couple of decades - the establishment of community schools, of so-called free-schools, the pressure for community languages in schools, the outstation schools and so on. All of these developments exemplify the attempt to resist system as it erodes lifeworlds.

However, my particular concern is with the drive to more formal community participation in the public school system. According to the conceptualisation presented here this drive can be understood as a response based on a perception that the state's activity in the education system has become increasingly "mediatised", that is, driven by the media of power and money, and decreasingly sensitive to lifeworld concerns. Of course, in this construction, educational changes and issues cannot be divorced from broader social, economic, and political issues. It is perceived that lifeworlds are threatened and crisis tendencies become manifest.

Before considering some possible implications of this analysis for educational policy there is one other dimension of the lifeworld/system interaction that needs to be examined. In outlining the cultural reproduction process in lifeworld the component of "interpretative consensual schemata", or more simply what is to count as "valid knowledge" was identified. In what might be called traditional societies this knowledge is handed down from one generation to the next in largely unchanged form. More importantly it is authorised by custom or tradition. But this need not be the case. Habermas argues along two lines, historical and conceptual, that there has been a tendency to displace traditionally authorised knowledge. He argues, conceptually, that reason is assumed within the notion of communication itself (on which lifeworld is based). That is, in communication we are always subject to the possibility that our beliefs or actions can be challenged. We can ask, or be asked, for reasons for actions or beliefs. Historically, he suggests, just such a process has occurred. For example, the form of law, from being a system based on the will (or whim) of a particular person, has become more rational, in that it is subject to argumentation, discussion and, within a particular jurisdiction, more uniformly applied. (None of which is to say that the law is perfect!)

This process of the rationalisation of the lifeworld provides a richer and more complex dynamic than the earlier social theorists we able to do. For them, the process was one occurring between two contending forms; one a "non-rational", and possibly romanticised form of organisation, the other a "rational", modern form. The outlook, for instance according to Weber, was pessimistic. For Habermas, the dynamic has three dimensions: first, a traditional lifeworld; second, the lifeworld is itself open to rationalisation, as through the medium of language there may be produced communicatively achieved understanding (a rational consensus); and third, system forces which are likely to colonize lifeworld.

How can this analysis be related to education, in particular to community participation in schooling. First, schooling must be responsive to the elements of the social dynamic: to traditional lifeworlds, to system, and to the rational critique of both lifeworld and system. Children, who are products of and participants in lifeworlds are, through schools, brought into engagement with system. In a genuinely educative school system they also confront and participate in rational critique of both. This process may, in the long run, lead to the rationalization of some aspects of lifeworlds, and also re-assert lifeworlds in the face of colonization by system.

The technological consciousness that drives the system of economy and state poses the greatest challenge to lifeworld and to schooling insofar as it remains tied to educative lifeworlds, that is to lifeworlds capable of and engaged in rational reflection. In particular, as the market driven economy increasingly distorts lifeworld the role of schools as critical reflective institutions anchored in lifeworlds is itself distorted. It becomes one of producing naive reactors with technological consciousness rather than enlightened agents with reflective consciousness. The school system is increasingly incorporated into a "partnership" with the economy, and colonised by it, just as lifeworld may be. The role of the community, as a partner with schools becomes one of resisting the distortions that the economy imposes on schooling. This is not to suggest that the economy must be a distorting influence. But insofar as it becomes "uncoupled" from lifeworld it will. If the current pressure, particularly from federal government, to emphasise worked related knowledge and skills in school curricula is implemented in terms of narrow job training then distortion of school will occur. The same kind of analysis can be made in relation to the state and its relation to schooling.

Parents, as members of a community, participate as partners in schooling by defending lifeworld against the distortions caused by bureaucracy and market. It is sometimes assumed that "the community will not tolerate an approach to education that fosters a critical examination of cultural beliefs and practices" (Bowers, 1984, p. 107). While this is no doubt the case in some instances, it need not be, nor is it necessarily typical. It is plausible to argue that community resistance to critical examination of culture in schools is based on the inadequate two-dimensional view of society that this paper has been attempting to correct. Thus, any changes are seen as threats to the lifeworld and are resisted. However if the three-dimensional dynamic of society is accepted, then the community becomes an active partner in education and its resistance can change to constructive criticism. The community engages, through its participation in schooling, in the ongoing rationalisation of lifeworld. An example can be drawn from a group which may be seen to be one of the worst served by education in Australia, Torres Strait Islanders. The Torres Strait Regional Education Committee's Policy Statement (1985) asserts:

> "1.1 Torres Strait Islanders want "proper" schooling. There are several linkages and purposes for which such schooling must prepare children.
> - Linking Education and Culture.
> - Linking Education and Employment.
>
> 3.1 Torres Strait Islanders want the schools staffed by teachers who are acquainted with, familiar with and able to understand the culture and language of Torres Strait Islanders"
> (quoted in Miller, 1987, pp. 42-43).

In similar vein the National Aboriginal Education Committee has stated:

> There is an urgent need for workshops to be held for Torres Strait Islander people so that they themselves in consultation with education authorities can make enlightened appropriate decisions about the future of their school system and of the preparation for this system of teachers who will continue the cultural traditions of the Islander.
> (quoted in Miller, 1987, p. 35)

Both of these statements indicate a high level of understanding of the complexities of school and society as described in this paper. The reference to "proper" schooling identify the Islanders high valuation of formal knowledge with its potential for rationality; the reference explicitly linking education to both culture (including specifically, language) and employment indicate the Islanders' recognition of the connections between education, lifeworld and system. And underlying both these is the importance placed on consultation to achieve "enlightened" decisions. Thus, on the conceptualization proposed here, these statements can be interpreted as follows. Torres Strait Islander people recognise the need to defend lifeworld (culture, language) against system; they recognise the need to rationalise lifeworld (the demand for "proper" schooling); they recognise the need for their children to engage with system (employment), but only on terms compatible with lifeworld.

Of course behind these statements from Torres Strait Islanders is a process of extensive and thorough self-development by community members to formulate sophisticated and perceptive educational proposals. It is just such a process within the framework already outlined which can generate school/community partnerships which are both educationally productive for individual children and socially and ethically justifiable.

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TSN 11

(The Satellite Network Transponder 11)

New Technology in Education

WHAT IS TSN11?

TSN11 forms the core of the Queensland Government satellite television Network. TSN11 operates from its industry standard TV studio complex located at South Brisbane. Currently, our second studio is being established.

The Network consists of 60 major sites at TAFE colleges and/or Centres, high schools, primary schools, Colleges of Advanced Education and Education Centres throughout Queensland. In addition to these locations, there are in excess of 1500 privately owned satellite receiving facilities throughout the State.

The major strength of the system is its network of regional Co-ordinators in TAFE Colleges who are responsible for the publicity of courses and the management of the satellite resources at each of these major locations. These Co-ordinators are directly responsible to TSN11's Program Manager. The co-ordinator's are also sensitive to community needs and therefore charged with the responsibility of forwarding to TSN11 specific community requirements.

Each semester, TSN11 publishes a schedule of programs available through the satellite network. Media releases to newspapers, televison stations and radio stations are also developed by TSN11 and distributed, together with the schedule, to all regional Co-ordinators for distribution to their respective communities.

The diversity and depth of experience that reposes in the staff of TSN11 in the areas of education, high technology, television and radio broadcasting and graphic design, coupled with the base of high technology equipment existing at the centre (in excess of $10 million), has placed TSN11 at the forefront of a new era in education technology.

METHODS OF DELIVERY THROUGH THE SATELLITE.

INTERACTIVE TELEVISION.

The concept of interactive television focuses on the student in a remote location being provided with the opportunity to talk back to his/her instructor at the originating centre while viewing a television picture or program, using an 008 number. This type of operation bring a new dimension to distance learning - the personal touch. This mode of operation creates an environment similar to that of a conventional classroom with all its inherent benefits. To further assist special groups, especially the hearing impaired, Deaf Signing was included on many television programs through 1987. Currently, TSN11 is broadcasting 25-30 hours per week of interactive television.

NEW TECHNOLOGY IN EDUCATION

The challenge of building a communication network suited to the special needs of remote and rural students/participants was and is continuing to be addressed by The Satellite Network Transponder 11 (TSN11).

HISTORY

In October 1985, the Quensland Government decided to lease a transponder on AUSSAT 1. A group of Government departments was entrusted with the task of designing and operating pilot services, once a sutable state-wide network had been constructed. The network was called " Q-Net (for Queensland Network).

TAFE became one of the areas of education to take up the opportunities offered by the new technologies. I chaired a group which put forward "A Proposal for the Use of Aussat in Technical and Further Education" which was accepted by the Government for implementation.

What is now know as TSN11, (formerly the School of Electronic Media Studies), was established in January 1987 to transmit TAFE's educational programs using innovative approaches to ensure that the new technologies were fully utilised in the delivery of continuing education.

TSN11 has progressively developed a proven record of production and technical excellence. The projects that have been undertaken have allowed TSN11 to develop a unique balance between the requirements of people in the education arena and the technologies involved in maximising the use of high technology.

This perspective has been echoed by numerous educational, industrial and community organisations throughout Queensland and Australia. TSN11 presents to the community, industry, commerce and the future workforce, the delicate balance of education, curriculum development, practical projects and skill acquisition and refinement using the total potential of leading edge technology.

On 1st July 1988, the Queensland Government sold the name Q-NET, the AUSSAT transponder and all of the associated data equipment, but kept the Television Receive Only Equipment (TVRO) and set transponder time to ensure the continued and expanding use of satellite technology in meeting the special requirements of the people of Queensland.

TSN11 has now assumed the role of co-ordinating all of the Queensland Government's requirements for satellite video transmission.

VIDEO CONFERENCING/TELE CONFERENCING.

Video Conferencing and/or teleconferencing give the isolated perso the opportunity to communicate, at length, with any person or group from anywhere in the country. This mode lends itself to tutorial sessions associated with specific educational/traing areas, and alows participation in the planning projects in selected areas and problem solving in any area associated with a particular field of study.

REMOTE VIDEO CAPTURE.

In each State of Australia, AUSSAT has provided at least one major earth station for the purpose of transmitting television pictures to the satellite. In Queensland, the Master Earth Station is located in a suburb of Brisbane. Therefore, if live, real time television pictures are to be sent from regional centres to the satellite for transmission, the vision must first be sent to Brisbane and then to the satellite. TSN11 has addressed this problem, and currently transmits live, real time vision of events such as agricultural festivals and hospitality and tourism awards to the satellite, through its technology resources. This is accomplished using an outside broadcast crew and equipment and interfacing, using microwave technology with Telecom's SEACOM Network (a terrestrial network of microwave bearers around Queensland and Australia). The output of this newtwork is fed to TSN11 for time-base correction and editing, and then the vision is sent via the Master Earth Station to the satellite.

This process has been used numerous times, thus ensuring that educational events that occur within Queensland and/or Australia are delivered to the correct target group in the shortest possible time.

STEREO SOUND.

Stereo sound is available from the satellite network and, as numerous studies have shown, it can be very effective and efficient form of delivery of educational material. This is particularly true in areas where the full spectrum of sound is required to add realism to specific situations. Further, the stereo sound channel can be used to provide the actual sound of moving machines, such as a printing press. this creates, for the student, an environment that closely resembles the REAL world.

TWO WAY DATA.

The TSN11 Data network is controlled from the host computer located in the TSN11 studio complex. This computer will allow micro/mini computers located in industry, private homes, and at TAFE Colleges/Centres throughout the State, to communicate back to TSN11 or with one another. Provision has also been made to accommodate various levels of technology in the computing area, from the simplest home computer to latest high technology computers.

RADIO INTERACTION.

Recently, TSN11 successfully trialled equipment which will interface with radios of the type used by homestead owners throughout Queensland. This equipment allows the transfer of voice, data and graphics over radio.

It is now proven equipment, when integrated with our current satellite technology, will allow remote/rural viewers to participate in all aspects of the satellite network.

WHO IS SERVICED?

Currently TSN11 has identified seven major groups of students/participants within Queensland. these groups can easily be identified in other areas in Australia.

1. Urban Dweller-City/Provincial.
2. Remote/Rural Land Based.
3. Remote/Rural Itinerant eg Construction camps.
4. Remote/Rural Mobile eg Shearers
5. Off Shore Land Based.
6. Off Shore Itinerant eg Oil Rigs
7. Off Shore Mobile eg Seamen

With the programs currently offered, or about to be offered via TSN11, all the above groups are or will be receiving educational material requested through the TSN11 Regional Co-ordinators.

USES/POTENTIAL USES OF THE SYSTEM.

Australia Wide Delivery.

The TSN11 satellite network is currently capable of delivery on an Australia-wide basis.

National Core Curriculum.

The satellite network enhances the potential for the development and implementation of national core curriculum based programs.

Open University.

This network provides an established facility which could become the focal point for a national open university.

Special Tertiary/Professional Courses/Programs.

Satellite technology is currently used to provide updating programs for nurses, doctors, pharmacists and members of the legal profession throughout Queensland. This application has a wide following and demonstrates the potential nationally.

Workplace Training for Industry/Commerce.

Satellite receiving equipment can be installed at the workplace for approximately $2,500. This equipment allows the delivery of interactive programs/courses direct to the work venue. For example, advanced courses in instrumentation are currently being delivered directly to Comalco employees in Weipa.

TSN11 has established portable communication centres which it leases to industry groups that require such a facility to met specific short-term training needs.

Specialist Information.

Often specialists in various fields make short visits to Australia/Queensland to deliver information which would be valuable to many people employed in their area of expertise. Satellite technology provides a venue for such a speaker to "interact" with interested people at different locations simultaneously - a time saving to the speaker and a cost and time saving to the industry.

Computer Trainng.

The satellite provides the potential for computer training programs, by link participation at their workplace to their teacher. Therefore, a teacher in Brisbane could be teaching a class of students located in a number of different locations throughout Australia/Queensland.

Accessibility.

In Australia, Educational Institutions tend to open their doors for fixed periods, five days a week. TSN11's facility is available 24 hours a day, 7 days a week.

Potentially, this means that the satellite can provide programs/courses for shift workers who are currently forced to study externally.

Also, people required to travel, such as travelling salesmen, can participate in a course at a number of locations while meeting their travel commitments.

Geographically isolated students, for example workers on oil rigs and at mining locations, can participate in "interactive" satellite delivered programs/courses.

Electronic Mail.

Electronic Mail via the satellite provides students with the opportunity to receive and leave messages and assignments for their tutor. This dramatically improves the response time of current distance education delivery modes.

Tutor Sessions.

In Queensland, many Technical Correspondence Courses now include one or two tutorial sessions delivered via interactive television. These sessions provide students with the opportunity to communicate directly with their teacher.

Staff Development Programs.

A major use of satellite technology is the dissemination of information to staff throughout the State. Education particularly, utilises this mode to support teachers and involve them in strategy planning and curriculum innovations.

Video Conferencing.

Many industry, commerce, government (Federal and State) and professional groups have found video conferencing cost effective and time effective.

The potential exists for such groups to be linked nationally.

Special Groups.

Satellite technology could be used to link special groups in the Australian community. The Department of Employment, Education and Training has utilised TSN11's facility to interact with Aboriginal and Torres Strait Island groups in Queensland.

Overseas Information.

TSN11's technology allows interaction and information exchange with overseas countries. For example, English as a Second Language could be taught to students located in another country, just as Australian students could learn from native speakers via the satellite.

Courses and program interchange between overseas countries and Australia is a reality.

The Future.

Satellite technology, integrated with other methods of delivery such as print material, has the potential to overcome many of the restrictions distance and isolation impose on remote/rural Australians.

TSN11 has proven that an integrated interactive satellite network can meet education and training needs of remote/rural Queenslanders and of industry and commerce.

It is anticipated that TSN11 will become self-funding by utilising the profits from programs developed and produced for industry to cover the costs of education production.

ASSAULT ON SALT THROUGH COMMUNITY ACTION

By Adrian Wells

When 10,000 students, teachers, farmers and parents collected and tested water samples from local rivers, creeks, bores, dams and channels in Spring 1987, they were launching what is now a major school and community offensive against salinity across rural Victoria.

The project called SALTWATCH, was initially a trial to see if the collective energies of rural schools and their communities could be harnessed to actively research salinity, the greatest environmental threat to Victoria. The project was inspired by the British Domesday Project, where schools in Britain were involved in collecting information on the environment.

SALTWATCH was developed by the State Salinity Education Officers and the Victorian Country Education Project (which promotes innovative education delivery in rural schools.) They saw SALTWATCH as a way to encourage rural schools to become more aware of their environment, to work with local communities and land holders, to research and raise awareness on a major issue, to tap into the local community as a relevant curriculum resource and to encourage real-life learning experiences. It was also seen as yet another way of involving schools with their communities to define a local problem and hopefully to develop appropriate ways to deal with it.

The advantage of working with the Country Education Project was that the Project already had a large and effective network of schools and communities across rural Victoria. This virtually eliminated the need to establish new contacts. Also, many of the schools were in areas affected by salinity.

SALTWATCH weeks have now taken place in Spring 1987, and in the Autumn and Spring of 1988. They involved students, teachers, parents, community groups and farmers collecting water samples from local lakes, rivers, creeks, channels and bores on both public and private land. Over 300 schools have been involved on each occasion in investigating, sampling, map reading, testing and documenting results. The results are being used by the Rural Water Commission to construct comparative maps of salt levels across rural Victoria.

As well as continuing to build up a comprehensive data base on salinity, SALTWATCH has established procedures for water testing and environmental monitoring which can be repeated year after year. Now that the concept has been developed and the testing procedures proven, it will be co-ordinated by the Department of Conservation, Forest and Lands. The Victorian Farmers' Federation is also becoming involved in encouraging and supporting SALTWATCH.

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The schools involved range from remote one-teacher primary schools to large secondary colleges. They are located in the mountains, along the coast, in semi-arid and forest areas and along the major river systems. In some schools, SALTWATCH has involved only one class. In others, whole school populations, groups of farmers and community members have taken up the challenge. It is a people project.

Having become aware of the salinity problem in their own particular area, many students, teachers and farmers began to ask what they should be doing about the problem. While some communities are still looking to the government to do something, many others have now become involved in SALTACTION. A number of schools are initiating tree planting and land improvement programs in conjunction with local farmers and government departments. Some schools are developing environmental centres. Schools in 'salt-free' areas are writing to schools in salt-affected areas to better appreciate their environmental problems.

At Nandaly in the Mallee, SALTWATCH provided the catalyst for farmers to come together for the first time to discuss salt issues and develop some action plans. At Dimboola in the Wimmera, students were so concerned about high salt levels in the Wimmera River that they have involved local government, sporting and service clubs to monitor and improve water quality. Allan's Flat Primary School in the North-East and Merino Primary School in the Western District are developing small business enterprises to propagate, sell and maintain trees for farmers. At Casterton High School, a group of students are building and selling shade houses to encourage tree growing.

In the King and Ovens valleys, teachers (with assistance from the Murray Valley League), have developed a dryland salinity kit for distribution to schools and community groups. In the Goulburn Valley, schools and the Department of Agriculture and Rural Affairs have developed and installed easy-to-read test wells. They are a highly visible reminder to all members of the community to be constantly vigilant and aware of the problems that can be created by rising water tables and salinity. As a student from Tatura commented:

> *"We now know, and can see every day as we go to school,*
> *what the water table is in our neighbourhood."*

The involvement of a number of groups in all of these activities is also the reason why SALTACTION is being promoted as JOINT ACTION. Salinity and land degradation are community issues and need total community action to tackle them.

A few sceptics have criticised SALTWATCH and SALTACTION, complaining that children are being exploited to do work which should be the responsibility of government departments. It is certainly not a view shared by the children who have been involved. Students from Charlton in Central Victoria (where salinity is a growing problem) see the projects as investments in the future. As the students wrote:

.../3

> *"We did it because we care for our community and we don't want to see the land ruined by salt."*

Although these initiatives are barely twelve months old, SALTWATCH and SALTACTION are having a big impact on schools. Children have started to see their local community as a vast (and often untapped) curriculum resource. They are being given the opportunity to use sophisticated equipment, talk to the media, write stories, take photographs and work in a 'classroom' that extends far beyond the four walls of the school.

Likewise, farmers and the community are recognising the enormous possibilities and potential of working with their local schools. As the children at Mudgegonga Primary School in the North-East wrote:

> *"Many of our mums and dads learned about the salt problem through SALTWATCH. They were surprised that there was salt in the water. Salinity is threatening people's jobs. Kids can help by planting trees and informing people of past mistakes."*

A farmer from the Mallee has also seen the value of involving schools:

> *"If our children get involved and become aware of the problems, they will try to solve them and throw in a few of their own ideas. It will be good for the kids but it will also be good for the community and will be a good grounding for the future."*

SALTWATCH and SALTACTION - JOINT ACTION have demonstrated that for Victoria, community action is a vital key to salinity control. Salinity erosion and land degradation doesn't recognise farm, government or state boundaries - they require total community understanding and action. As these initiatives are showing, when communities are involved in identifying and understanding the problem at the local level, they can also play a major part in working out how to deal with the problems in the most appropriate way. Those who live with and are affected by a problem will always come up with the best solutions.

SALTWATCH and SALTACTION have demonstrated (yet again) that innovation and creativity is alive and well in the bush. They have also shown the great diversity, involvement, learning possibilities and potential of our rural schools, country communities and the people who support and work with them.

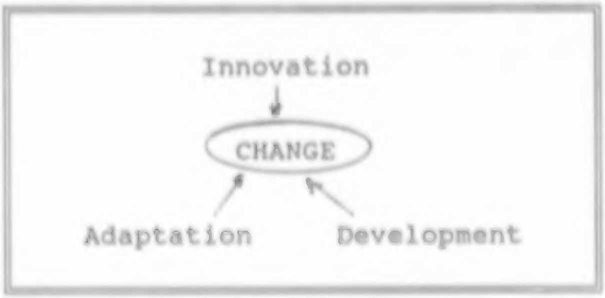
Adrian Wells is a Field Officer with the Country Education Project. He is based in Wodonga in North-East Victoria.

SEPTEMBER 1988

ENTREPRENEURIAL ACTIVITY IN HIGHER EDUCATION.

Bruce Jeans, Robert Hart, and Gordon Forth.
Warrnambool Institute of Advanced Education
Victoria, Australia.

The development of entrepreneurial activity in institutions of higher education can be considered from several different theoretical perspectives.



I have chosen to examine it as an example of innovation. My paper is in two parts:

1.0 CONTEXT OF INNOVATION

2.0 SOME EFFECTS ON WIAE

The first part deals with some determinants of innovation as applied to entrepreneurial activity. The second part deals with the articulation of entrepreneurial activity with the academic program.

Following the conventions for learned papers I have extracted general principles from our experience and presented them in some sort of order. The conventions, however, convey a false impression of systematic and orderly planning and implementation. The events described did not all take place in a neat sequence nor did they take place in isolation from each other. The interaction of people and events, and chance, add a degree of randomness to all organizational matters.

1.0: CONTEXT OF INNOVATION

Innovations are usually complex and multi-dimensional. For analytical purposes it is helpful to organize the variables under some major headings. For this paper I have chosen:

1.0: CONTEXT OF INNOVATION

1.1 CLIMATE
1.2 ORGANIZATIONAL STRUCTURES
1.3 RESOURCES
1.4 IMPLEMENTATION

1.1: CLIMATE

The notion of climate refers to the social, economic, political and organizational factors which encourage or impede a particular innovation. For analytical purposes it is useful to distinguish between external and internal climate.

1.1.1: External Climate

1.1.1: External Climate

1.1.1.1 Assumptions

1.1.1.2 Government Objectives

1.1.1.3 Human Capital/Economic Rationalism

1.1.1.4 Institutional Response

1.1.1.1: Assumptions

Assumptions about the way that higher education relates to a nation's economic health have changed. Institutions of higher education are now under considerable economic and policy pressure from Federal[1] and State[2] governments, and business leaders, to be more cost effective and to be more efficient. Institutions are also required to be more responsive to national economic goals. Academic staff must not be allowed to be "refugees from the real world". The courses they teach must be relevant to the new economic order. The recent White paper[3] has made explicit a new fact of life. The intellectual imperative is to be balanced with an economic imperative.

It is the Federal government's view that these goals can be met if institutions operate more like multi-product business ventures marketing a range of services at commercial or semi-commercial rates. We, in higher education, are advised to maximise the income from the sale of intellectual property in all its various forms.

1.1.1.2: Government objectives

The purpose of these changes is almost entirely economic. The Federal government claims that it cannot afford, and the Australian community will not support, any increase in (or even maintenance of) the current rate of direct funding to institutions. The Federal government also has an objective of increasing the number of higher education graduates from 85,000 to about 100,000 by the year 2,000. The funding for this increase will come from a variety of sources including increased efficiency and effectiveness and the graduate tax.

Emphasis on the costs of higher education is not new. Higher education has been a target of Federal fiscal policy over the last decade. For several reasons the Federal government has found it comparatively easy to reduce the funding of higher education. The higher education workforce is relatively small and not particularly influential.

1.1.1.3: Human Capital and Economic Rationalism

It is also the case that during the Whitlam years we were only too ready to subscribe to the human capital view of economic development. Investment in education at all levels was the key to sustained economic health. We wanted the money and we wanted the right to spend it just as we thought best. Although academics are just as opportunist as any other section of the population belief in the theory of human capital was deeply held.

Government disenchantment with this unfettered and unmonitored use of funds set in the early seventies. By the mid-seventies it was clear to government that there would be no great public outcry if it attempted to improve the performance of the higher education sector. This it has continued to do and in doing so has used a method common to all governments. It is seeking increases in efficiency and effectiveness by increasing its control of the institutions. Control is based on information and all institutions are aware of the resources needed to supply the government with the information that it now requires

The emphasis has moved well away from investment in the individual as the focus of national economic planning to a focus on the structure of the nation's industrial and commercial sector.

Individual<---------------------------------->State

In this model higher education is to serve national economic goals rather than to drive them.

As a consequence of this changed perspective,the level of Federal government funding for higher education has, in real terms, steadily decreased over the decade. The decrease has affected research and it has also adversely affected teaching.

1.1.1.4: Institutional Response

In most institutions the entire teaching program has been subject to the most rigorous cost-benefit analysis. This has been a particularly complex management task because the activity is done at the academic/non-academic interface. Maintenance of the academic program has been difficult; capital intensive innovation has been very severely curtailed.

This profound change in the nation's view of higher education has met with a very mixed reaction in the institutions. Whatever the reaction, many academic staff have found decreased funding, coupled with public disinterest and even criticism, to be quite demoralising. Demoralisation has been most marked in the smaller, newer institutions. The effect has, to some extent, depended on which of the higher education sectors one worked in. The larger, older institutions have been able to supplement their Federal grant with institutional income from investments and endowments. The smaller institutions, and these tend to be the colleges, have not had this private income and so have been almost entirely dependent on government funding. It is true that all institutions have generated some additional income by investing their grant monies in the short term money market. Even this opportunity has been reduced as the government has moved to a schedule of funding which pays institutions smaller amounts at shorter intervals. In fact some funding is actually reduced by the amount that the government estimates could be earned by investment. Increasing dependency has been accompanied by progressive reductions in government funding. The cut in funding have made the central mission of academic institutions more difficult to fulfill and has reduced experimentation and innovation. Severe as the direct cuts in funding have been, they have been accompanied by a rapid increase in the volume of social legislation.

Social Legislation

F.O.I
E.E.O
O.H.S.
Natural Justice
Participatory Democracy

Implementation of this legislation has been costly for higher education institutions and no additional funds have been made available. Freedom of information, equal employment opportunity and affirmative action, participatory democracy in decision-making, the rights of appellants, and occupational health and safety have all led to increased salary bills and increased running costs. The social legislation has been a further drain on the resources available for the central mission of the institutions.

Higher education institutions must somehow equilibrate organizational maintenance factors with organizational change factors. Maintenance factors include increasing costs, increasing enrolments increasing staff/student ratios and decreasing funding. Change factors include, among other things, the need to make risk capital available for innovation.

1.1.2: Internal Climate

1.1.2: Internal Climate

1.1.2.1 Location
1.1.2.2 Students
1.1.2.3 Funding
1.1.2.4 Tenure
1.1.2.5 Setting Directions
1.1.2.6 Individual benefits

1.1.2.1: Location

WIAE is a polytechnic institution in the south west corner of Victoria. There are six faculties covering Physical and Biological Sciences, Art and Design, Business, Health Sciences, Social Sciences, and Teacher Education. WIAE is about 180 kms from Deakin University in Geelong and Adelaide is the next centre of higher education to the west. We service students from the south east of South Australia and the western region of Victoria. It was founded as a regional college to make higher education available outside the metropolitan area.

Many of the courses are available by external study and in EFTS terms we have about the equal numbers of off-campus and on-campus students.

1.1.2.2: Students

The students come from mainly from the lower income strata of Australian society. Many are from the region but the Institute also draws some students from other parts of Australia.

Because of its small population base it has had difficulty attracting enough academically able students to sustain its moderately comprehensive course program and to achieve economies of scale.

1.1.2.3: Funding

In comparison with other institutions of higher education WIAE has been poorly funded. In fact it has been one of the lowest funded institutions in Australia. As a government-funded body we have had to function in exactly the same way as the largest institutions of higher education. This has put extreme pressure on our administrative resource. As you will be well aware trying to increase administrative staffing in a time of decreasing funds is a very difficult task.

Although low funding is a negative factor it has had the positive effect of focussing the organization's attention on attracting more students and, perhaps, more funds. It is also true that more and more academic staff have started to look for opportunities to enhance their teaching duties with research and consultancy work.

1.1.2.4: Tenure

In many institutions, particularly the colleges, there is a high level of tenure, at least 80%. This is certainly true of WIAE. There are understandable reasons for this. The organization has wanted to offer employment conditions that will attract good staff. The academic unions have wanted secure employment for their members. Tenure is a traditional component of academic freedom but it is also protection for those who wish to avoid the critical process inherent in the growth of knowledge. For this group the management challenge is to find activities that will engage their attention and maintain or increase their productivity. I have said `management challenge' because I believe that academics are not very good at increasing the productivity of reluctant or recalcitrant colleagues. This task is nearly always the lot of faculty or school administration.

1.1.2.5: Setting Directions

By the mid-1980s WIAE had achieved a measure of organizational maturity. It had moved through a rather shaky adolescence, become results oriented, and was much more aware of what was happening `out there'. Senior management started to assume a major role in setting a climate more in keeping with emerging views of government. These moves were not universally supported. There was a counterview that higher education institutions should not use energy responding to the misdirected whims of government. Not only was government misdirected, it was also transient. Who knew what a change of government would bring? These views have not prevailed.

The Director had been constantly monitoring and analysing the external environment for some years prior to the release of a Federal government discussion paper on higher education (the Green Paper[3]) in 1987. Prior to the release of the Green Paper he visited a number of Asian countries and spoke to a wide variety of people engaged in providing and marketing higher education programs and services. He returned convinced that:

i high quality Australian courses could be marketed in Asia.

ii there was an excellent market for our award courses in the distance education mode.

iii cultural tourism is a rapidly growing Asian market.

The Asian experience was important. It heightened awareness of that particular market and it also sharpened our appreciation of initiatives that had been taken within WIAE prior to 1987. From that time on the Director has been even more active in his support for entrepreneurial activity and has been prepared to argue for resources for a variety of imaginative outcome-oriented proposals.

The aspirations and expectations of other senior management members had also changed. They started to set goals which extended beyond the normal academic program and which needed additional energy to achieve. They were motivated to increase the Institute's entrepreneurial activity because it provided new challenges beyond those that could be created by traditional academic endeavour.

Not all senior staff accepted the emerging challenge. There was a particularly difficult period of deliberate organizational change which some staff found too difficult to accept. Although this was personally hurtful to those people their departure undoubtedly made it easier for the organization to change direction and to adapt to a changed external environment. WIAE has now become more diverse and much more accommodating of divergent thinkers.

1.1.2.6: Individual Benefits

Entrepreneurial activity offers a partial solution to problems of funding and staff motivation. Morale in academic staff is closely linked to recognition of their intellectual work. Student recognition is important to many academics but with the passage of time it may become less and less satisfying particularly if there are no postgraduate students. Promotion is a clear recognition of a person's academic merit. However promotion has become competitive and increasingly difficult to obtain. Such staff need to find, or need to be found, alternative sources of recognition and job satisfaction.

The need for job satisfaction is one reason why academic staff, particularly tenured academic staff, bother with entrepreneurial activity. On the surface, they have little to gain. Their employment is secure and providing that they do the minimal duties of their classification they are under no threat. There are at least two answers. In smaller institutions it seems that there is a sense of commitment to corporate health. For these staff, entrepreneurial activity is a means of contributing to the common good. Many staff also find it a challenge to take on tasks that exercise their professional/vocational training. There is of course also the incentive of personal cash (or kind) benefit. This latter reason is probably the primary reason in the larger institutions. It certainly exists in smaller institutions but it is usually secondary to the survival and growth motive.

Regardless of the size of the institution there has to be a return for the individual. The initial institutional-focussed motivation will eventually be largely replaced by profit motivation. With sensitive management however, profit motivation can still be mutually beneficial.

1.2: ORGANIZATIONAL CHARACTERISTICS

Although there are many factors that can determine the outcome of an innovation there were three that were very important in the context of this particular innovation at WIAE. These are:

ORGANIZATIONAL CHARACTERISTICS

1.2.1 Size
1.2.2 Receptivity
1.2.3 Management Structures

1.2.1: Size

Experience at WIAE and elsewhere has shown that size is an important variable when an innovation is contemplated. There is a threshold size for any innovation below which the human resource pool is insufficient and above which the energy needed to obtain goal congruence outweighs the benefits of the innovation. In general it is easier to innovate with small groups than with large groups.

Members of a small group are more likely to contribute to, and identify with, program objectives. They are likely to feel some responsibility for the success of the innovation. For this reason they will often be less concerned with strict monetary reward and more concerned with the enhanced status that can come with success. It happens that each of the centres is numerically quite small. While this has some difficulties from the point of view of delivering a service the small size actually favours flexibility and innovation.

1.2.2: Receptivity

I have used "receptivity" rather than "history" for this section because I want to highlight those things that we had been doing prior to our decision to actively market our services and products. Right from its foundation in 1973 there has been some revenue earning activity within WIAE. Apart from the investment of State Grants monies, WIAE generated some income by providing testing services to a variety of agencies. For example, the faculty of Applied Science had for many years carried out water and concrete testing for quality control purposes. This generated (and continues to do so) a small but steady source of income. Staff from the Business school provided a consulting service for local small businesses. This school also offered a distance education service to students employed by companies in Papua New Guinea. As a further example, teacher education and nursing staff have been a source of in-service training and staff development for local schools and hospitals. Much of this latter service was at little or no cost to the client.

These services are certainly valued by the clients but, within WIAE, they are ancillary to the central academic functions of teaching and research. Similarly, in most cases the purposes or objectives have been implicit rather than explicit. Any money earned is used to support the academic program. Sometimes this has taken the form of staff development but money is also used for buildings and equipment.

1.2.3: Management Structures

The process of systematising our income-earning activities probably began with the Institute Press founded in July 1979. The Press was formed to publish work of intellectual merit. It still attracts a small annual grant from WIAE but it is entirely staffed by voluntary labour. It was always hoped that it would, at least, pay its own way. That is still the goal.

The next significant event occurred in 1983 when the Dean of Business Studies proposed the formation of a Business Resource Centre. This centre was to provide a focus for Business staff who wanted to use WIAE resources to engage in consulting and research, particularly for small businesses. The centre was established with some difficulty because it was immediately clear that we had no policies and structures to integrate such a centre into the existing organizational structure.

The proposed centre was seen as an additional and unwanted management difficulty although it was also recognized that such centres were a means of creating `pockets of commitment' within the organization. The establishment of this centre illustrates the administrative adage that so often `policy follows practice'.

The process of systematisation continued in 1984 when the manager of our computer centre registered a business name (WIAESOFT) for copyright protection of in-house computer software that he wished to market. Although not a Centre it was an entrepreneurial activity carried out on the same basis as the Business Resource Centre. It provided services to outside clients and used the income for Institute-related purposes.

By 1986 WIAE had the Business Resource Centre, the Centre for Communication Research and the Centre for Regional Studies. During 1987 Centres for Aquatic Science, and for Program Development and Appraisal (C-PAD), were established. Each of these centres formalised existing fee for service activities.

All of these centres are faculty or department initiatives and remain based within specific faculties and departments. From one management perspective these initiatives are to be encouraged because they harness the talents and energies of groups who were already working together. From another management perspective however faculty and department boundaries tend to isolate the centres from each other.

Although the centres were not outward-looking enough to develop a joint, comprehensive program each was attempting to adapt to one or external markets.

In all of the above cases administrative and financial matters are handled by the Business Manager. The normal practice is to charge a fee of 15%-20% to cover WIAE's costs on behalf of the faculties. The balance of the earned income is earmarked for faculty use. The way in which the income is used differs from faculty to faculty.

In 1988, an International Services Unit (ISU) was formed. The ISU's task is to assist with the offshore marketing of courses and services.

In addition to all of these components WIAE has a Private Practice policy that encourages academic staff to engage in professional service to the community.

This policy and structural complexity exists in most institutions. In a small institution however the match and mismatch between all the `bits' is very obvious. In such a fragmentary structure some conflict of purpose and of practice is unavoidable. We have been fortunate in avoiding any major conflict. There have certainly been cases where a Centre and an individual staff member operating under the private practice policy have competed for the same job. This is clearly not desirable not least because it gives the client a confused impression of just who is the agent for WIAE.

1.3: RESOURCES

For the present purpose, resources fall into three groups:

1.3: RESOURCES

- 1.3.1 Human
- 1.3.2 Physical
- 1.3.3 Financial

1.3.1: Human resources

In 1984 there was a significant organizational review of WIAE; a matter that I alluded to earlier in the paper. Senior staff had seen that the management and administrative structure were inadequate to support the increasingly complex internal and external environments that had developed. At that time we had, for example, no formal position of Registrar. In this, and other organizational matters, WIAE was quite different to most other higher education institutions. But we were (and remain) one of the lowest funding-rate institutions in Australia. Certainly we are the lowest in Victoria. The registrarial function was carried out but the duties were distributed across a number of officers as adjuncts to their normal duties.

After open advertisement the position was filled by an internal applicant, a senior lecturer from the Business faculty. The appointee had never been a registrar or even a deputy registrar and it was a sign of our changed perceptions that we were even willingly to consider his appointment. Events were to show that this particular appointment was fundamental to the development of entrepreneurial activity at WIAE. As I have already implied luck is important in many innovations.

The central task of the new Registrar was to systematise and manage the flow of information through and out of WIAE. During 1986 the Registrar visited Malaysia as a market exploration exercise. We wanted to assess the potential market for offshore courses. Quite coincidentally a new non-profit organization for improving access to higher education has just been formed in Penang. The founders of the new company, DISTED, were Malaysian citizens who had held senior academic and administrative positions in that country. DISTED sought to be agents for higher education institutions wanting to offer award courses by distance education. After satisfying itself that DISTED was a legitimate organization WIAE entered into a formal relationship with DISTED. This legitimacy check was essential for a number of reasons. DISTED, was a new enterprise and outside the normal higher education system in Malaysia. We wanted to be sure that the government of the day would at least recognise DISTED. If it didn't there was little point in us proceeding with them. Further, we could not afford to waste resources and so it was necessary to form some idea of DISTED's chances of success as a quasi business venture. Overall it was felt that one significant mistake and we would excluded from this market for the forseeable future.

The relationship that we now have with DISTED provides for the supply of distance education materials and academic quality control by WIAE, and the provision of on-campus tutorial sessions and the marking of assignments by DISTED staff

The relationship with DISTED was the start of our off-shore activity. We quickly learnt that if we were going to be successful in this market we would need to be innovative rather than imitative. This meant that we would capitalise in opportunities to cooperate with others with similar objectives but that we would not rely on them. We set out to develop our own market. There was a deliberate decision not to start by setting up expensive structures and processes which we couldn't have sustained anyway. We sought joint ventures and cost sharing with agencies other than higher education institutions. We also developed a market approach which emphasised `after sales service' rather than product-packaging and advertising. This approach was, in part, forced on us by the limited funds that we had available but it has proved to be a sound strategy. It has led to client satisfaction and word of mouth advertising has been quite successful.

1.3.2: Physical resources

Although WIAE is geographically isolated it is ideally sited for any activity for which the physical environment can be a value-added component. We certainly regard our location as a valuable physical resource. Even the rudimentary golf course on-campus is expected to be a significant marketing feature in our drive to attract Japanese visitors to the campus.

Aboriginal culture is a further attraction and is the basis for short courses marketed as part of cultural tourism programs. The Elderhostel group, for example, have included WIAE in their 1989 program. We do not expect to make a large profit but we hope that it will be a relatively high volume low turnover service.

Within the Institute we have, of course, the normal range of teaching and research apparatus that would be found in any institution. Apparatus is most obvious in the science areas but our Art school is also well equipped. Because of our involvement in distance education we have some specialist printing equipment for this purpose. We have no intention of becoming freelance printers but it is a useful facility to have to support our other activities.

1.3.3: Financial resources

I have already stressed that we have very little discretionary funding. This has made us very careful about priorities but has not greatly affected our willingness to take some risks. Clearly it has affected the scale of our activity but even this is not all bad. It has protected us form losing more money than we can afford.

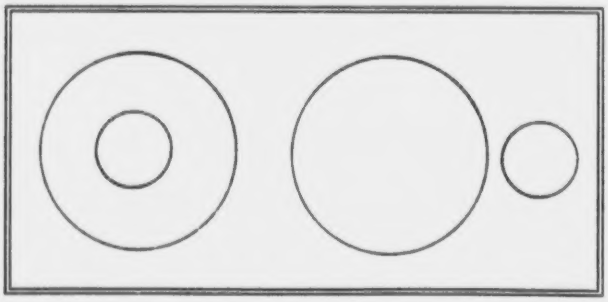
We have been particularly fortunate in that some of our first ventures are already providing a cash flow through the centres. Although the centres are a long way from 100% cost recovery the cash flow is easing the trivial problems of finding enough money to print brochures, travel overseas and so one.

2.0: SOME EFFECTS ON WIAE

2.1 ARTICULATION
2.2 EFFECTS ON STAFF
2.3 FINANCIAL EFFECTS
2.4 EFFECT ON STRUCTURE

2.1: Articulation With the Academic Program

Logically, entrepreneurial activity and the academic program can be articulated in an infinite number of ways.



At one end of the continuum the two can be almost entirely unrelated. At the other end the two can be almost entirely integrated. In between the two extremes there are many other possibilities and no doubt the degree of articulation varies over time..

In the short term the academic program has probably suffered slightly. The human resource needed to identify and develop market opportunities has had to be drawn from existing staff. This has led to less small group work and the use of less experienced staff. The longer term effects should be more positive through the broadening of perspective that staff experience when working in another organizational, and human, culture. Students have also benefited by the purchase of equipment and through contact with other universities.

The search for market opportunities has led to many contacts with universities in other countries, notably Papua New Guinea, Malaysia, Thailand, China and Singapore. As a result of the contacts it has been possible to arrange reciprocal staff/students visits to these institutions. During these visits students undertake work for credit in their awards. As a result of reciprocal visits we have a Chinese scholar on campus. In addition to his own program this scholar is responsible for an award subject in Chinese language and culture. Other contacts in Thailand may lead to five full-fee Thai students on campus in 1990. Yet another contact resulted in two Thai teachers on campus for a short period.

2.2: EFFECTS ON STAFF.

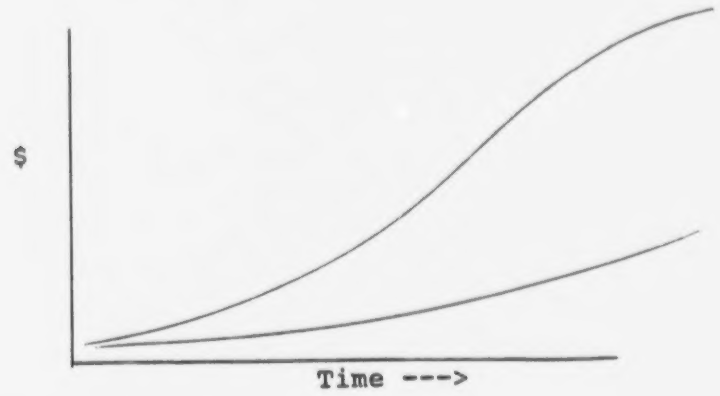
Clearly staff skills and attitudes are fundamental for success in a client-oriented market. For academic staff the entrepreneurial role requires development rather than training. That is, it seemed to us that we would need more than the mastery and application of public relation skills. This development is being achieved partly be decentralising. When an organization decentralises some of its functions managers at lower levels have opportunities to demonstrate initiative and leadership. This in turn seems to motivate others to follow this initiative. Decentralisation is a means of developing the skills and attitudes needed for entrepreneurship but like all organizational matters it has its risks.

For those staff directly involved in generating income the effects have been positive. There is a feeling that it has helped sustain the organization and that it has enhanced our status in the eyes of peers and government. It will need sensitive management to ensure that staff do not come to see the benefits solely in terms of personal gain. The novelty of the work combined with the travel and personal challenge has had an invigorating effect. Staff are now starting to look for market opportunities.

2.3: FINANCIAL BENEFITS.

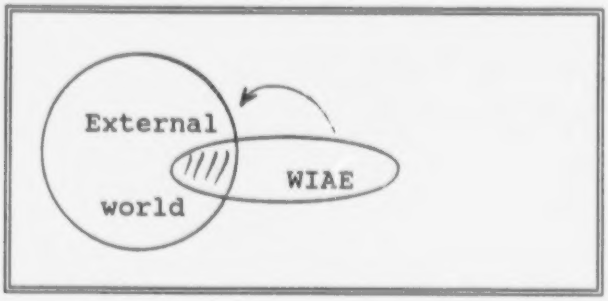
Our various activities are not equally profitable. Consultancy service to primary and secondary schools is never profitable. However, it is considered to be an essential part of our normal work and it would be done even if there were no entrepreneurial centres. Commissioned research and the offshore marketing of award courses are more profitable. We now have full-fee on-campus students from Papua New Guinea and Malaysia. We also have full-fee off-campus students studying through DISTED in Malaysia. We plan to have an English language centre operating in China by 1990 and in Thailand not long after that.

The fundamental question is however, what financial benefit accrues to WIAE from all of this activity? At the time of writing turnover is in the order of hundreds of thousands. It is hoped rather than expected that this can fairly quickly be raised to between two and five million dollars per annum. The nett profit on this would be in the order of four hundred thousand to one million dollars. This is about 10% of our current budget. This would be very welcome and would provide some insulation from the effects of cuts in government funding.



2.4: STRUCTURAL EFFECTS.

The effects on organizational structure have yet to be fully felt. One of our objectives is that we change the dimensions of the interface between WIAE and the external world.



This is not just a quantitative change. We want the quality of the interaction to be different, and profitable. To achieve these objectives some new structures are needed. They are developing; partly through evolution and partly by conscious organizational intervention.

It is for example, clear that we will not continue to have as many separate centres as we now have. One organizational response to the structural problem has been the formation of an over-arching profit-oriented company WINSEARCH. WINSEARCH is now the Institute's agency for entrepreneurial activity. It will have a well-paid full-time manager whose duties include the identification and generation of profitable work for the company. WINSEARCH will draw on Institute resources and in so doing will return money to WIAE.

WINSEARCH hopes to able to persuade the Centres that there will be mutual benefit in coordinating their activities. This will meet with some resistance because some Centres will see WINSEARCH as a competitor rather than as a facilitator. Those Centres that rely on research contracts and that have research expertise as their main product will probably value WINSEARCH. Those that market knowledge-based services will be less willing to cooperate. In the end however, it is hoped that the Centres will develop confidence in WINSEARCH and feel that their interests are best served by supporting it.

The ISU that I spoke of earlier will now exist within WINSEARCH. It will, at least in the short term, be an identifiable entity with some of its own management/advisory structure. In the longer term, it will probably be just a normal functional component. Another entity, the WIAE Press, might also be managed by WINSEARCH and it may even be more efficient to it this way.

Income-generation as a mainstream activity is relatively recent at WIAE. We are rapidly learning how to maintain our academic program and to compete for work outside the confines of higher education. There are certainly risks involved and there are many disappointments. On balance however, WIAE is a more lively, interesting place to work in and the students now have travel and cultural opportunities that did not exist prior to 1987.

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September 29, 1988

PARTNERSHIPS IN EDUCATION

Ist I.C.E.A. South Pacific Regional Conference
September 26 - 29, 1988

Theme: Partnerships Between Higher Education and Continuing Professional Education

This brief paper is designed to set a possible agenda for discussion between those attending this session at the Conference. Areas are outlined, with questions and suggestions, so that a productive discussion can be shared by all participants. Additional material will be distributed to those attending the session.

The assumption of the paper is that it is important for both those institutions in their new national system of higher education and the professions (widely defined) to consider themselves as partners in the planning, delivery and evaluation of continuing professional education, or continuing professional development, or continuing legal or medical education or whatever term is used to describe the post-initial education of professions.

PROGRAMS. Reading the press or professional journals indicates clearly that higher education institutions are providing a wide range of programs for the professions. Does the 'market-place' orientation of these programs replace co-operation? Is there scope for the provision of programs that cut-across specific professional boundaries and cater for generalised problems facing a number of professions? Do these programs meet priority needs of professional groups or are they concerned primarily with either what the institution has to offer or what is assumed to provide the largest audience or highest profit margin?

RESEARCH. While there is scope in general CPE programs to focus on the dissemination of research in the discipline areas of the professions, this point relates to the narrower field of research into CPE itself. Have higher education institutions, and I would suggest the number is not great in this regard, a partnership role with the professions in examining some of the important issues in CPE programming and policy? There are advances in the understanding of adult learning, is this not relevant? Coping with self-directed learning is a problem in many professions. What really is this concept? The goal of some CPE is to raise the 'competence' of practitioners. What does the concept mean and what are the implications of the use of the term as a guideline for programs that are offered? Are there limitations? There is also the area of policy research. What, for example, across the professions is the likely effect of the use of 'discipline' reviews by the national government as the major source for data and policy?

RESEARCH AND DEVELOPMENT. Because continuing professional education is a field of practice, then it is to be expected that R&D activities will be important. The potential for partnership activity in such areas as overall planning or needs assessment or evaluation of single activities or the program as a whole is largely unrealised. In addition to the central aspects of the program,, as noted in the previous sentence, R&D activities have a special relevance in new areas or as the profession seeks to take an initiative either in program delivery or with a particular audience. For example, an R&D partnership could be established as a profession seeks to provide a special program for members re-entering the worforce or as the profession seeks to provide for remote members through the distance mode.

TRAINING. There is always the option for an organisation: does it train its own staff or delegate this function to another organisation. Frequently these options are not considered in educational and cost effective terms. As CPE programs expand, then the number of people concerned increases. As a 'new' field with special problems and concerns, training is important, and not just for the full-time professionals who manage the operation but for the part-timers on the policy committees and the many who actually deliver the program as lecturers or group facilitators or demonstrators. In an overall training program, there are possibilities for partnership arrrangements by which the professional organisation assumes responsibility for some training functions in its CPE operation and uses the services of higher education institutions for others.

INTER-PROFESSIONAL COMMUNICATION. The evidence is that CPE programs tend to be developed by professions individually. There is some reference to comparable professions overseas, U.K., Europe or North America, and rarely to 'related'' professions in the same state or Australia as a whole. Higher education institutions have the possibility of providing not only a forum for CPE professionals to meet but also to share information and developments and air problems. Meetings either live or by teleconference or electronic bulletin board can be arranged. Newsletters and more traditional methods of communication can also be used. One role higher education institutions could play is in the field of publications, particularly across professional lines of specialisation. Examination of the papers written about CPE in particular professions shows that writers concentrate in their references on their own profession's literature. Not only does this limit discussion but also leaves professions open to the problems of wasteful duplication of effort. Higher education intitutions could provide leadership in the development of an Australian literature in the field, which, in addition, provides for cross-fertilisation across discipline/professional barriers.

The call for such partnership operations is timely because:

.... The Green and White Papers on Higher Education have resulted in the beginning of a new national higher education sector.

.... The role of continuing education, and with its CPE, has been given the opportunity of establishing for itself a new role in the new system.

.... The new national system means that there is less need for professional associations to look only to those institutions from which their initial, pre-service training has been gained.

.... New relationships between the member institutions of the national higher education system provide opportunities for professional associations to deal in different ways with single members or consortia of the national system.

.... The emerging 'new' conditions for academic staff in the national system suggest that opportunities for academic staff to work wiith professional associations or for staff from professional associations to work in higher education departments may be made easier and that financial arrangements may be more flexible.

So, it is suggested, there is a need for partnership arrangements between professional organisations and higher education institutions and that there are opportunities for these to develop to the advantage of both groups. In most of the partnership operations outlined above, the partnership could have equally have been suggested with private consultants. In the more open system developing, that is now more possible. However, in this paper, and the Conference Workshop, attention is placed on the higher education institution/professional association partnership.

Those interested in pursuing this partnership at the Conference will be asked to prioritise the five areas for partnership for discussion in order, or to divide the short time available for a brief excursion into all five.

I look forward to exploring the partnership with you at the conference.

Barrie Brennan

A Revolution in the Faculty

Industry University Initiatives

by

Errol C.McDonald

1. The Purpose of this Paper.

There appear to be two major problems constantly facing vocational schools where the graduates are highly sought after by the industry for which they are trained.

These problems are associated with the difficulty in attracting appropriate staff to the tertiary institutions within which salary levels are well below those available elsewhere compounded by the shortage of funds just to maintain the status quo.

This paper attempts to address these two aspects in turn by relating observations made by the author over a period of 30 years during which time he worked in coal mining, steel making, engineering education at a military college, mining engineering for major mining companies, consulting in the mining industry and for the past three years as a head of department in a mining engineering school.

Having briefly discussed aspects of the problems, a solution to the staffing problem proposed over 20 years ago and apparently ignored and the policy adopted by the author at the W.A.School of Mines to address the shortage of funds problem is outlined.

Finally what may be a revolutionary approach is suggested to address both problems simultaneously.

2. Introduction

It has been apparent for many years that Australian mining engineering departments have been experiencing difficulties with regard to recruitment of staff as well as graduate students. Australian mining engineers are able to command salaries double those offered by academia, and the market pays only small-if any) premiums for higher degrees. Consequently faculty staffs have a high proportion of foreign members and the graduate student population is almost all foreign.

The academic community in general does not recognise extensive industrial experience as equivalent to an equivalent time in the faculty when considering appointments and promotions, especially when appointments to full professorial positions are involved. At the same time there is a strong belief by many of those in industry that academics are often out of touch with reality and are involved with "playing games" to earn their promotions.

The white paper of Mr. Dawkins has certainly caused wide spread reaction in tertiary education, but one must wonder whether the revolution engendered by the paper will be reactionary rather than constructive.

This paper was prompted, not by the green paper, but by the perception that the traditional approach to mining education in Australia needs to be revised. This revision should start with the management of the faculty but finish with a complete re-appraisal of the manner in which education is presented so as to obtain the greatest benefit from the wealth of experience and knowledge available within the nation.

The thoughts presented below are intended to encourage the reader to embark on an objective examination of self and faculty and to provoke discussion.

3. The profile of a manager.

This person should be appointed to set and/or maintain the standards of the school or department. Resources need to be available to make this possible, one of these being time, time each day to do management work and time in the position to realise objectives.

Universities seem to load the head of department with trivial non-management work then appoint the encumbent on a rotational basis because the position is unworkable. This must ultimately destroy morale, a situation that could be avoided by appointing an individual with the appropriate personal characteristics then giving that person appropriate resources.

3.1 Executive Selection.

In appointing persons to senior positions, responsible organisations take great care to appoint persons who have the appropriate personal attributes as well as technical qualifications. There are many differing schemes and the psychologists present would have far more knowledge of the range of tests and their limitations than I. Nevertheless The Humm Wadsworth scheme promoted by Chandler and McLeod and used by one of my previous employers, MIM Holdings Limited was used to good effect in the selection of underground workers to appropriate tasks as well as a tool in the selection and development of senior staff. When first confronted with the results of my own PA I was amazed at the accuracy of the analysis.

More recently a group of senior academics at the Curtin University of Technology were asked to complete a questionnaire from the Myer Briggs scheme. The seminar leader claimed that the test has an 80 per cent repeatability and that it is largely free from cultural bias. That aside, the results indicated that 50% of those present, viz Heads of Schools, were from a group representing no more than one percent of the total population, i.e. Introverted, Intuitive, Thinking and Judgemental. The result was not surprising and was apparently consistent with results from similar tests in other Universities in the United States of America.

What must concern the nation is that the most common profile of those appointed to leadership roles in the Universities is the profile least likely to be found in an effective executive !

3.2 The Individual Worker.

Professor W.J.King, while attached to the staff of the General Electric Company, Massachusetts in 1944, wrote a series of three articles entitled "The Unwritten Laws of Engineering", for which he was awarded the Melville Gold Medal by the American Society of Mechanical Engineers in 1945. While I believe that the articles should be read by all professionals, his article on "Purely Personal Considerations for Engineers" encourages engineers to look at their own characteristic qualities before deciding whether to pursue a career path as an individual worker or an executive, and not to restrict the use of the character profile as a decision making tool when considering the appointment or promotion of others.

The characteristics of the individual worker are given as:

- Introvert
- Reserved
- Prefers own company
- Likes technical work
- Interested in mechanisms
- Interested in:
  - Sciences
  - Mathematics
  - Literature
  - Principles
- Ability to get intricate things done
- Idealistic
- Intensive
- Analytical
- Slow, methodical
- Independent, self sufficient
- Uses deductive logic
- Prefers to "live and let live"
- Modest
- Retiring
- Quiet
- Restrained
- Vulnerable, sensitive
- Deferential
- Intellectual
- Meditative, philosophical
- Broad minded, tolerant
- Adaptable
- Patient
- Conservative

Of course, any individual will vary with the mix of attributes, but the pattern is noted. It appears that the majority of University Heads have a strong bias towards this set of characteristics.

3.3 The Executive.

From the same article, the executive is characterised by a bias towards characteristics from the following list:

- Extroverted
- Cordial, affable

- Gregarious, sociable
- Likes people
- Interested in:
  - Business
  - Costs
  - Profit and loss
  - Practices
- Ability to get many things done
- Practical
- Extensive(broad perspectives)
- Synthesyst
- Fast, intuitive
- Talent for leadership
- Uses inductive logic
- Has competitive spirit
- Bold
- Courageous
- Noisy
- Aggressive
- Tough, rugged
- Confident
- Impulsive
- Vigourous, energetic
- Opinionated, intolerant
- Determined
- Impatient
- Enterprising

This type of person is found from time to time in Universities, and because of the inherent nature is bound to cause friction, despite the expected tolerance of the individual worker types that seem to be attracted to academic life.

So what is the solution to the need of faculty to have strong leadership and scholarly works with an efficient administrative fabric?

3.4 The University Administrator.

There is a professional who is not a medically trained doctor usually found in major hospitals, charged with the responsibility of directing the administrative functions of the hospital. This person should report to the Medical Superintendent to ensure that the mission of the hospital, viz., to care for the sick, remains central to the whole operation.

A similar person or team of people could be charged with the efficient administration of academic institutions. No doubt many suitable candidates could be found in the country's academic institutions at this time, but **there is no doubt in my mind that years of teaching/lecturing does not provide the proper training for an efficient manager.**

3.5 The traditional life long academic.

One must ask, 'Is there such a person?'. Certainly, the administrators of our universities believe so, promotion is based on performance in the areas of research (with an emphasis on publications), participation in numerous committees and to some extent, teaching.

3.6 The researcher.

The avowed aim of institutions with the title of University and those aspiring to the title of university is to be involved in research, whether it be pure or applied or encompassed within the phrase Research and Development. There is no doubt, at least among those who have been involved with such activities, that a commercial timetable is not appropriate. The search for the solution of a particular problem can be long and devious and the researchers involved require time, money and frequent opportunities to meet with their peers and discuss the progress of their work.

3.7 The publisher.

This individual may well be a significant researcher, but is caught up in the publish or perish syndrome that the university system of promotion seems to develop. He/she is responsible for a flood of publications which tend to be a variation on a theme, the theme being the occasional publication which actually does make a significant addition to science or technology.

3.8 The Teacher and Adviser.

This person is truly student orientated, probably doesn't get much research done and rarely writes learned papers. However he/she is an avid reader of the literature, takes a lot of interest in student activities and the well being and progress of students. Lectures given are well prepared, regularly revised and actually enjoyed by students. The same individual is probably a senior lecturer at most.

4. The Corbett Model.

Professor Arthur Corbett was professor of Engineering at the Royal Military College Duntroon during my employ at the same during 1962 to 1966. He was a keen student of engineering education as well as the history of the engineering profession. The following model, aimed at addressing the staffing problem, is based on ideas that he espoused during that time and reinforced by my experience in industry and academia during the subsequent 22 years.

4.1 The Professional Academic.

This person may or may not have industrial experience, but is well versed in the requirements of curicula development and presentation, makes a study of learning and developments techniques for the transfer of knowledge. Also trained in the discipline of research techniques.

Such persons would be professors in charge of departments or schools and would have a small team of similar colleagues responsible for specific areas. While matters to do with student enrolment, organisation of field work, examinations meeting agenda would be the responsibility of the academic administrator, the professional academic would be responsible for imparting the principles underlying the practice of the particular discipline as well as co-ordinating a team of practicioners who are recruited to present courses for a limited range of material. The academic would also be responsible for ensuring that the practicioners were not only trained in the most efficacious presentation methods, but that they actually used the methods as required by the responsible department.

4.2 The practitioner/Lecturer.

This person is already found in medical and law schools; the engineering profession could benefit greatly from the same system. The main difference perceived by the author is that the former two professions are very much people orientated whereas engineering tends to be technically oriented.

Notwithstanding this observation, it is important for this nation to encourage all professionals to become involved with community affairs and to participate in debate, but more importantly in the education of the community at large, if only to reduce the amount of uninformed often bigoted exchanges in the media.

Taking this involvement into the universities, the use of practicioners as lecturers would expose students to a wider cross section of the professional discipline in which they are studying and would require the presenters to review their own attitudes and practices.

Of importance for the national purse, these presenters would not cost as much as the existing full time lecturers, even though the individual would no doubt be earning a salary much in excess of that which can be offered by universities at this time. They would receive a fee for the presentations, but their superannuation and other benefits would be covered by their own practice or employer.

5. The WASM Situation.

The W.A.School of Mines is a single purpose institution educating professionals for the mining industry. Both staffing and funding are problems, but by addressing the funding problem in a variety of ways it is possible to employ the few willing practicioners as part time lecturers.

5.1 Characteristics of staff.

As the school does not have the support of faculties outside the school of mines, the faculty members include a mathematician, a physicist, a mechanical/electrical engineer, a civil engineer, and a chemist to provide support to four mining engineers, four metallurgists, five geologists and two surveyors. The support staff and geologists tend to be all lifetime academics, while the metallurgists and mining engineers have more industrial experience than academic.

The staff members with the industrial background are all active in consulting work with the local gold and nickel mining industry and the number of research projects is increasing as the number of post graduate students enrolled in the school increases. It is already quite clear that the staffing levels are inadequate to support the multifaceted activities so it has been necessary to seek support (at a cost) from practicioners working locally. This has been difficult, as the normal working week for a professional in the local mining industry is a six day week of ten hour days. One consulting company has agreed to allow one of its staff to be released for duties at the school for one half day a week; we hope that this is only the beginning of an industry university co-operation.

To enable existing staff to become involved in research, it is necessary to include enough money in research proposals to pay for part time lecturers to cover the amount of time release that a staff member needs for the duration of the funded research. Such an arrangement is not entirely satisfactory; the probability of not being to reach a satisfactory conclusion after a prescribed time duration is great as is the uncertainty of obtaining further funds if the sponsoring organisation does not receive results sufficiently encouraging for its commercial objectives.

5.2 Multi level courses.

As the centre for mining education in Western Australia, the W.A.School of Mines is expected to provide education ranging from short courses to train shot firer's to research projects leading to PhD degrees.

Apart from the technician level short courses in supervision and shot firing the Mining Engineering & Mine Surveying Department offers mining education ranging from Associate Diplomas through Bachelor of Applied Science and Engineering Degrees to course work Masters Degrees in Mineral Economics. This range of courses allows students with borderline matriculation passes to start at diploma level and earn promotion to a degree course if successful at the lower level. It also allows the poorer performers in degree courses to lower their sights but still qualify for a place in the mining industry, albeit at a lower status, without the need to move to another institution.

While this multiplicity of courses provides a service to the industry, each requires resources. So the concept of the fee paying student become very attractive.

The short courses are a valuable source of revenue at this time and the prospect of attracting fee paying post graduate students from South East Asia and Africa is encouraging.

While the above initiatives help to generate funds, they do nothing to attract staff to the school. The inability to encourage Australians to leave well paid positions in industry to take academic positions at much lower salaries and in a frustrating bureaucratic environment remains a problem.

5.3 Consultancy and Research.

Another initiative aimed at providing a source of income for the school as well as increasing the industry university inter-action has been to establish the Brodie Hall Research and Consultancy Centre in Kalgoorlie. Funds donated by Sir Lawrence Brodie-Hall provided a pool to provide seed money for some projects, and equipment for others. Where equipment has been funded this remains the property of the Brodie Hall Mining Research and Consultancy Centre and earns income from fees charged for consulting work that uses the equipment. Ultimately the centre will develop into a well equipped research centre associated with the school of mines but having a degree of autonomy.

5.4 Equipment Hire.

While it is essential to have good equipment to train students for industry, the utilisation of such equipment is very poor if used only for teaching. Technology being what is the same equipment will be obsolete long before it is worn out and funds are rarely available to keep replacing equipment simply because another technological step has been taken.

The Surveying Department at W.A.School of Mines has been able to take advantage of the intense activity in the Eastern Goldfields of Western Australia by hiring out survey equipment to the industry. This has enabled us to lease expensive electronic distance measuring equipment, the very latest technology, and computers, and have the hire income pay the lease and maintenance costs as well as funding the wages of a junior storeman to operate the hire business. None of this would have been possible with the limited funding available from the Commonwealth Government through Curtin University of Technology.

A second area that is developing as a revenue earner is the rock testing laboratory. As a consequence of the staff's consulting activity mining companies are now recognising the importance of proper geotechnical assessment as an integral part of the mine planning process. The existing staff have reached the limit of their capability, timewise, but the demand for testing work is still increasing. Centralised, city based wage awards makes it virtually impossible to attract technical staff to the school while the surrounding gold industry pays wages double those offered as base rates for technicians within the university. The next challenge is to remove this obstacle or else find a way around it.

6. The Revolution.

All of the above relates to an evolution, made necessary to survive within the system. It is now time to dispense with the system as and where it is inappropriate for the needs of educating professionals: engineers in this context, but probably many others!

7. The Consultancy with Lecturing Capabilities.

The following is **a look into what could be the future**, one answer to the difficulty of attracting the best practicioners into the classroom, and keeping the lifelong teachers face to face with the industrial world.

MINDED CONSULTANTS

CONSULTANTS TO THE MINING INDUSTRY
MINING EDUCATION CONTRACTORS

MINDED is a consulting firm with a difference. It is a consulting company dedicated to providing the very best in mining education. It is an Education Institution dedicated to providing the very best in mining consulting services.

Already contracted to Curtin University to provide the three year and the four year Bachelor's courses in Mining; the Masters courses in Mineral Economics and in Rock Mechanics and the degree and diploma courses in Surveying, MINDED is currently negotiating with another Australian University to provide key units in the University's Mining degree.

With it's professional staff of 30, MINDED is able to offer any Australian or South Pacific country a service in teaching Mining Engineering or Mineral Economics at the tertiary level which would be impossible to duplicate without providing a similar sized organisation - financially, a feat beyond the scope of most teaching institutions.

In addition, MINDED provides short courses to the Mining Industry - 50 courses last year - on topics as diverse as "Environmental Management" to "Industrial Relations on remote mining sites" With it's unrivalled access to the best in Mining Industry brainpower, MINDED is also able to offer a unique service to the Mining Industry. On our staff are some of the Nation's experts in Geostatistics, Simulation and other Management Sciences, Rock Mechanics, Ventilation, Mineral Economics and Management. Because of our close ties to the Universities we can call on expertise in Exploration, Mine Geology, Metallurgy, in fact any area of professional expertise
MINDED staff are not "boffins" however, apart from the practical work we are currently undertaking in the areas outlined above, we also have contracts to manage the operations of several mines around Australia.

MINDED - PUTTING MINING SCIENCE TO WORK FOR AUSTRALIA.

7.1 The Short Course Approach

CONTRACTING OUT EDUCATION SERVICES IN MINING ENGINEERING EDUCATION

CONCEPTUAL PLAN

The plan involves setting up a company, initially comprising most of the staff of the Mining Department at WASM. The immediate objective of the new company will be to provide the mining lecturing services to WASM to enable the School to meet it's teaching commitments under it's existing degree and diploma programmes in Mining Engineering and in Surveying (and of course, where applicable, in Metallurgy and Mining Geology). A long term contract between Curtin University and the new company (newco) would enable newco to plan ahead and provide a stable work force of lecturers and support personnel. The company would undertake to provide specified services (the quality of which would be subject to audit by external examiners) for a contract fee. Doubtless, the service provided and the fee charged, would be negotiated at around current levels.

Curtin would thus be relieved of much of the administrative burden (including cost) of administering the Mining Department at the School. It can be argued strongly, that this would be only one of the benefits to Curtin. There can be little doubt that newco could provide better education at cheaper cost than is currently possible. This will become possible via a process of increasing specialisation and concentrated effort of each member of the Mining Department staff.

The key to tapping the obvious benefits of specialisation is the flexibility inherent in a private consultant such as newco. Freed of the Institutional (and hence also the geographical) constraint, newco's staff will be able to undertake educational and consulting assignments wherever they might arise. That this will lead to newco's growing in size, with the consequent benefits of specialisation, is obvious.
What then, would a fully matured newco be able to provide in the way of education ?

There can be no doubt that contracting mining education (and indeed other categories of education) is the **only** way that a small school can derive the benefits of specialisation. With probably 8 or 9 separate sciences intrinsic in the mining engineering discipline, for comprehensive coverage a school should have at least 8 or 9 specialists. There is undoubtedly a critical mass below which a mining department cannot provide a top-class comprehensive mining engineering degree. For the "one-man school" the problem is even more acute. There is thus a strong argument for Universities to pool their (human) resources. An attractive way (when geographically far apart - the **only** way) is for schools to contract a company (jointly formed by them) to provide the lecturing services.
A second advantage (third, counting the administrative and cost advantage) is the excellence and the relevance of the education which a company which is consulting to industry will be able to provide.

Finally the educational benefits to the community at large will be gleaned from the variety of short courses which newco will be able to offer from it's broader yet more specialised base.
Mentioned above, but not discussed at length, are the benefits to the mining industry of providing a pool of lecturer/consultants who

are widely experienced, mobile and highly motivated in place of the unmotivated, dispirited lecturers we have today.

AGEING AND GROWING OLD: AN EXPLORATION OF CHILDREN'S ATTITUDES

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Presented at the First International Community Education Association (Australasia) South Pacific Regional Conference,
Melbourne, September 1988

AGEING AND GROWING OLD: AN EXPLORATION OF CHILDREN'S ATTITUDES

Introduction

In many societies, increased longevity and decreased birth rates have been responsible for the growing gap between the numbers of young and old. Indeed, it now seems that the centuries old trend of the very young outnumbering the old is being overturned. United Nations predictions for 2025 indicate that in most regions of the world, those people over 60 years of age will outnumber babies by about two to one. The social and economic consequences of these changes in population structures are only now being realised and publicised.

Educationally, there has been a muted response to the 'greying of the nations'. For instance, in Britain 'Help the Age' is an agency which has published specific teaching materials about ageing; and in the United States, various State Departments of Education have issued a Handbook for Instruction on Ageing. These teaching materials and handbooks seek to foster amongst children (and teachers) an increased awareness about the elderly and of growing old. However, the task ahead is daunting particularly when an increasing number of research studies are suggesting that 'ageism' is a common prejudice in young children. What, then, are some of the images children have of the elderly and of growing old? To answer this question, this paper will (a) examine briefly the research and literature, (b) detaii outcomes from an Australian and New Zealand study focussing on the attitudes of children who are in the age group seven to ten years, and (c) make reference to a recently commenced study of Australian and Japanese children's attitudes toward the elderly and ageing.

Children's Attitudes Towards Ageing and Growing Old

There is an emerging literature, emanating in most part from North America, which suggests that children, adolescents and young adults develop negative attitudes about the elderly and the process of ageing. Indeed, Lorge, Tuckman and Abrams (1954) in their pioneering research carried out during the early 1950s, concluded that by age 12 or 13 most children already view the elderly as generally ill, mentally slower, forgetful, grouchy, withdrawn, isolated, unhappy, unproductive and burdensome. Studies since then have confirmed that the young have entrenched, negative views about ageing. For instance, Hickey and Kalish (1968) found that the older the adults, the less pleasant will be the image of them held by children; Kastenbaum and Durkee (1968) concluded that young people not only have a negative appraisal of older people but they tend to omit any consideration of the later years in relation to their own lives; McTavish (1971) concurs by suggesting that there is an overall personal rejection and prejudice by the young towards the old; and more recently, research undertaken by Seefeldt et al (1977a), Page et al (1981) and Filmer (1984) in the United States, by Hosaka and Sodei (1988) in Japan and Battersby (1983, 1988) in Australia and New Zealand has tended to verify that there is widespread prejudice and negative stereotyping towards the elderly by children, adolescents and young adults.

The implications of these research findings to date are at least two fold. First, attitudes about the elderly and the process of ageing are probably formed early in life (possibly by age six or seven), and once formed, these attitudes may have enduring qualities that influence people's thought and behaviour throughout life. Second, people's attitudes towards ageing and older people probably have a profound influence on their own development towards old age.

To gain some insight into how these attitudes about ageing and growing old manifest themselves in the thoughts and actions of young children, discussion will now focus on the outcomes of an Australian and New Zealand study of children ages seven to 10 years. Amongst the tasks these children were given to complete were (i) a written story on 'What it is like to be an elderly person', and (ii) the compilation of word lists identifying characteristics of old people.

Children in Australia and New Zealand

A sample of children's work submitted thus far in this project gives a clue to some of their images, attitudes and beliefs about the elderly. The following have been typical responses to date:

> I don't know how an old person feels but I know I won't like being old. I seem to think I will be cut off from the world and be put away, like in jail. I'm afraid of being lonely and having no one there when I need them. I'm going to be useless I know, but I don't want to be ... I am going to do all I can now I'm still young ... before I have to be shut up. It must hurt having no one there and only the occasional visitor. I have a feeling I will get sick easily and have a heart attack or stroke and die. It must be scary for an old person because they know they're near to death.
>
> (Rachel, Age 10 years)

How do old people feel? Sad, unhappy, dependent, lonely, funny, useless, scared, left out ...

What do old people do? Knit, cook a lot, make faces, play bowls, lay in bed doing nothing, gardening, look at photos, play cards ...

(A group of children, age 8 and 9 years)

The data being gathered during this project seems to reinforce the view that stereotypes of the aged develop early in young children. 'Scared', 'useless' and 'unhappy' are words often used by children in a pejorative sense when referring to the elderly. Moreover, they frequently characterise the behaviours of the elderly as sedentary, passive and routine. They also appear to look upon old age with sorrow and sometimes rebellion.

At present, we can only speculate about the reasons why these children have stereotyped images of the elderly. On the one hand these images may be created and reinforced by parents and teachers, particularly if they harbour negative attitudes towards older persons and are misinformed about the processes of ageing. This situation could be compounded if in the home and school environment children interact only with adults who are not from the elderly age group.

Perhaps a more pervasive factor responsible for these children holding stereotyped views about the elderly could be the media, and in particular television. Here, the existing research evidence seems clear and consistent in indicating that the more people, and especially young people, watch television, the more they tend to perceive old people in generally negative and unfavourable terms. In other media forms, such as motion pictures and books (including school text books), the elderly seem to be severely stereotyped as well. They are more likely to be shown in the role of villain; rarely as the confident and competent solver of problems; and frequently as gloomy, forgetful characters.

To date, the outcomes from this research project present a pessimistic picture of the images younger children have of the elderly. In particular, this research is increasingly raising concerns about the ways in which children of today come to view their own future, and the types of social constructions they place on being 'elderly'. In order to test the validity of these findings in a cross-cultural context, an Australian-Japanese study is being undertaken. It is briefly described below.

Conclusion

Children's attitudes towards the elderly provide a remarkable insight into the nature of our society. Unfortunately, from what we know to date about these attitudes, it does appear that today's children are growing up with even more distorted and entrenched attitudes than their predecessors. The various studies outline in this paper are attempting to document how these attitudes manifest themselves, and in what ways they might be changed. The task is indeed challenging, especially in light of the emerging belief that by seven or eight years of age children already have strongly formed attitudes about what it is like to be old.

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A Cross-Cultural Study of Children's Attitudes

One of the more prominent social concerns of both Australia and Japan is the rapidly changing population structure. Each country has a population trend which suggests that by the year 2000 about one in every five persons will be 60 years of age or older. In Australia, therefore, mandatory retirement from the workforce, and the age at which this should occur, are two of the issues now receiving increased attention; while in Japan, the extent to which families should provide care and support for elderly parents (and grandparents), without assistance from the Government, is emerging as one contentious social issue. Clearly, then, attitudes towards the elderly and their place in society are undergoing rapid change in Australia and Japan, and the present study is seeking to examine these attitudes with particular reference to young children.

A project is being undertaken to explore these attitudes. It is employing an Australian and Japanese version of 'The Children's Attitudes Toward the Elderly' (CATE) instrument developed by Seefeldt and her colleagues (1977b) at the University of Maryland. The CATE is designed to assess the cognitive, affective and behavioural components of children's attitudes towards ageing and the elderly. It is made up of four subtests, each probing children's attitudes in a different manner. The first subtest consists of open ended questions; the second, a semantic differential, employs standardised bipolar scales on the evaluative dimension of attitudes. The third subtest, a picture series, asks children to respond to concrete visual representations of people at age 20, 40, 60 and 80 years. The final subtest, a Piagetian-based instrument, explores children's cognitive development level in relation to concepts of age.

Data is being gathered from a matched sample of 100 Australian and 100 Japanese 10 and 11 year old children. These samples were matched on the basis of sex and socio-economic status. The children's responses to the CATE are being analysed using chi square, t-tests, analysis of variance (ANOVA), correlation techniques. Results of open-ended questions are being tabulated.

Although this study is not yet completed, the results are expected to confirm the extent to which Japanese and Australian children (i) hold negative attitudes towards the elderly and growing old; and (ii) differ in their attitudes.

EDUCATION AND AGEING: RECOMMENDATIONS FROM A NEW ZEALAND INQUIRY

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EDUCATION AND AGEING: RECOMMENDATIONS FROM A NEW ZEALAND INQUIRY

> What is meant by ageing and being old? The 'youngest' person I know is Elsie, who at 82 has just started her Bachelor of Arts degree at university. The oldest person I know is Robert, age 32. He knows everything about everything. He hasn't room for one new idea. His mind is made up. His life is over. So, although he thinks he is quite young, those of us around him know he is very, very 'old'.
>
> Letter to a Newspaper Editor

BACKGROUND

In New Zealand, one is every six people is now aged 60 years or over, and the proportion of this older age group continues to expand. This noticeable change in the population structure has prompted vigorous debate in New Zealand about the health, welfare, economic and educational needs of this age group.

The watershed for debate amongst New Zealanders about the educational implications of an ageing population was the 1982 United Nations World Assembly on Ageing. As part of its contribution to the Assembly, New Zealand presented a report, Ageing New Zealanders, and in it prominence was given to the role education can play in later life.

Two years after this World Assembly, the New Zealand Social Advisory Council, under the Chairmanship of the Hon. Les Gandar, a former Minister of Education, published The Extra Years. This report investigated some of the implications for New Zealand society of an ageing population. The report stressed the importance of changing public attitudes to ageing, developing a more positive social role for older people and enhancing their learning and recreational opportunities. The report also highlighted the need for a 'person', rather than a 'patient' focus for those who work with and for older people.

Prominent among the suggestions in The Extra Years was the recommendation that the then New Zealand National Council of Adult Education (NCAE) should 'encourage informed public discussion on attitudes in later life, taking the initiative to promote this concern through existing educational networks'. In June 1984, NCAE set up a Working Party on Ageing and Education (AEWP) to operate for a three year term. The main objectives of the Working Party were:

1. To promote appropriate learning opportunities for older people.
2. To promote positive views of ageing among all New Zealanders and to identify and challenge negative stereotypes.
3. To promote recognition of the contribution older people can and do make.
4. To promote appropriate training for professionals, volunteers and relatives who work with and care for older people.

Funding for the AEWP came from the NCAE, the Departments of Education, Social Welfare and Health and the New Zealand Lottery Board.

The three year term of the AEWP concluded in November 1987, at which time a report on the activities and recommendations of the AEWP, entitled, Ageing and Lifelong Learning in New Zealand, was presented to Government. The purpose of this paper is to highlight aspects of the AEWP report.

THE ACTIVITIES OF THE AGEING AND EDUCATION WORKING PARTY

Seminars

During 1985, the AEWP sponsored four regional seminars throughout New Zealand. In line with objectives of the AEWP, the purpose of these seminars was to bring together older New Zealanders to examine attitudes and stereotypes about ageing, the contribution people in this age group can and do make to society, and the learning opportunities that are available to older people. These seminars were attended by members of the AEWP and were held in Awanui (Northland), Rotorua, Palmerston North and Gore. The major outcome from these seminars was that they focussed attention on the ways in which attitudes to ageing and older people vary among different cultural and social groups. For some such as Maori people, ageing was seen to bestow honour and respect; while for others the ageing process was sometimes regarded unfavourably and even seen as generating a form of prejudice amongst the communities in which older people resided.

Surveys

Five surveys were carried out by the AEWP. The first provided statistical information about older people in New Zealand, and the second listed a number of publications and resources about ageing. The third survey was a major undertaking by the AEWP and investigated the continuing education opportunities available to older people in New Zealand. A sample of 132 organisations and institutions throughout New Zealand - from universities to local authorities - were surveyed. One in four was found to provide specific educational programmes and activities for older people; four in every five reported that the elderly participated in other courses and activities that were organised; and that one in four of the organisations surveyed indicated that there had been a demand to provide specific activities and courses for the elderly.

The fourth survey sponsored by the AEWP focussed on attitudes amongst the elderly. It was carried out in the far North of the North Island and compared attitudes of older people in rest homes with those who were independent and lived in the community. It was found that those in rest homes were more tolerant of ageist and condescending attitudes towards them, while those in the community were inclined to be much more outspoken and critical of such attitudes.

The final survey aimed to find out what training and educational opportunities were offered by higher education institutions in New Zealand for people who either work with, live with, or care for disabled older people. Of the 23 institutions surveyed, 12 currently offered courses.

Publicity

A range of publicity materials had been designed and distributed by the AEWP. This included a quarterly newsletter, Old News, which was widely distributed to organisations and individuals. Old News had an educational focus and provided information on courses and activities, resources and people. Another publicity initiative was the commissioning of a television commercial to raise awareness about attitudes towards older people. A set of posters, stickers and lapel badges was produced to co-incide with this television campaign. And, a school project competition about ageing attracted entries from around the country.

Visit of Scottish Expert on Ageing and Education

One of the most significant contributions to the work of the AEWP came during March 1987 with the visit to New Zealand of Mrs Hilary Kirkland. Mrs Kirkland held the post of Co-ordinator for Educational Opportunities for Older People with the Lothian Community Council in Edinburgh. While in New Zealand, she led numerous seminars and workshops, and had a number of media interviews during her visits to Auckland, Hamilton, Palmerston North, Wellington, Nelson, Christchurch, Dunedin and Alexandra. In her report to the AEWP, Mrs Kirkland noted the lack of local, regional and national co-ordination of existing educational activities for older New Zealanders. She applauded the many local, innovative educational activities that are currently underway. Among her recommendations, Mrs Kirkland suggested that the learning needs of older people should be established as an educational priority in New Zealand.

RECOMMENDATIONS

The New Zealand Ageing and Education Working Party identified seven priorities that it adjudged would strengthen the gains already made in changing attitudes, in promoting recognition of the contribution of older people and in identifying learning opportunities for this group.

1. Policy

It was noted by the AEWP that there was little recognition, in policy terms, by the New Zealand Department of Education of the need for learning opportunities for older people. It was considered essential, therefore, that older people be acknowledged in educational policy so that resources could be justified as a means of meeting the educational needs of older New Zealanders.

2. Co-ordination and Information

The AEWP recognised that there are many initiatives in the field of ageing and education in New Zealand, but that these frequently lacked co-ordination at the community, regional and national level. Indeed, it was not uncommon for the older people in one neighbourhood to be unaware of activities in a nearby neighbourhood. Likewise, at the regional level, there was little co-ordination between local authorities, educational institutions, and groups and organisations in the provision of recreational and educational activities for older people. The funding of co-ordinators to liaise with these groups, and to provide information about learning opportunities and recreational activities for older people was seen as an urgent priority.

3. Training

Unfortunately, some of those who work with older people too often display prejudices and attitudes that are condescending. Among these are doctors, social workers, nurses, and adult educators. Those responsible for the training of these professionals should review curricula to ensure stereotypes and myths about older people are being vigorously challenged. In this context, ageist attitudes and beliefs should be checked in the same way as they are for racism and sexism.

4. Carers at Home

Repeatedly the attention of the AEWP was drawn to the fact that the people who provide care at home for elderly parents, relatives or friends carry a responsibility which is too often ignored and unsupported. With the projected sharp rise in the numbers of people over 80 years of age, it seems that more people are going to be called on to care for an older relative or friend. Accordingly, the AEWP saw that there was an immediate need for the education of at-home carers. Radio was seen by the AEWP to be an effective way of meeting this need. This could be backed up with appropriate printed and audio material which could be made freely available.

5. Pre-retirement Education

Pre-retirement education in New Zealand is virtually non-existent, and that which is available is usually unsatisfactory. It can no longer be accepted that a two day seminar just prior to retirement is an adequate preparation for what might be 20 to 30 years of living beyond retirement. A comprehensive, and long-term approach to pre-retirement education was considered by the AEWP as essential.

6. Changing Attitudes

Negative attitudes and stereotypes about ageing are still a major social problem in New Zealand. However, these are being changed. For children and young persons, school syllabi and curriculum programmes need to be adapted to incorporate positive views about ageing. For the public, constant monitoring of the media to identify 'ageisms' needs to be carried out.

7. Research

Indepth information about older people in New Zealand is currently not available. There is little Government funded research into the health, education, economic, social and recreational needs of older New Zealanders. And yet, it is this group of the population that is expanding most rapidly and which will demand increasing attention from policy makers. A comprehensive data-base and a clearinghouse for information on older people in New Zealand were considered a priorities by the AEWP.

A PROPOSAL FOR ACTION

The AEWP report to Government concluded with a proposal to enhance the learning opportunities for older people in New Zealand.

Learning Opportunities for Older People

The AEWP saw an urgent need for co-ordinating and liaising the many and varied educational and recreational opportunities for older people in order to make best use of existing resources. To meet this need, it was recommended that a New Zealand Department of Education funded scheme involving the appointment of three community education co-ordinators be developed. Their main task would be to co-ordinate and to promote learning opportunities for older people. Such co-ordinators would be responsible to a committee representative of local groups and individuals with a commitment to and/or responsibility for working with older people. It was envisaged that the co-ordinators would be experienced adult educators and be based in three different communities.

It was proposed that the scheme should be of at least three years' duration, and besides promoting the improved use of existing resources, co-ordinators would:

(a) identify gaps in the provision of educational opportunities for older people;

(b) provide an on-going documentation of their co-ordination and liaison roles; and,

(c) together develop a training course for volunteer community education co-ordinators who might work with older people.

In tandem with this scheme, and in order to promote more generally learning opportunities for older people, the AEWP proposed that a small annual fund be available for distribution as seeding money for projects offering such opportunities. The aim would be to fund projects which could be self-sustaining after the initial grant.

Finally, the AEWP drew attention to the need to ensure that adequate resources be made available to support the invaluable non-formal educational role of Maori elders, and to recognise their knowledge in its oral and aesthetic forms.

CONCLUDING REMARKS

In its concluding statement to the New Zealand Government, the AEWP report drew attention to how improved educational opportunities for older people can have economic pay-offs. In particular, it was suggested that it may encourage them to maintain their independence for as long as possible and thereby reduce pressure on health and social welfare budgets. The AEWP also cautioned Government that, if New Zealand as a nation neglected the educational, social and recreational needs of those in later life, it did so at its own peril, for it would face a mounting economic and social burden through the decline of older people's physical and mental health through their isolation, inactivity and their lack of a recognised social role.

Footnote

* The author of this article was Chairperson of the New Zealand Ageing and Education Working Party during 1986 and 1987.

THE UNIVERSITY OF THE THIRD AGE: PLAYPEN FOR THE OLDIES OR NEW COMMUNITY FORCE?

by

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My paper has a question as its title. Normally this implies that the paper will resolve the issue by producing evidence for one particular answer and thus settle the matter.

In this case things are different. My intention is to engender speculation rather than dispel it. I do this because I believe there is a need for a careful examination of the way in which we regard the older person.

The phenomenon of an ageing population is by now well known and will not therefore receive a great deal of explanation in this paper. Instead I want to examine the possibilities that it has for affecting society and the variety of ways in which it can be accommodated within social and economic organisation.

That it will affect society and its organisation has been demonstrated in the last few weeks. We have just witnessed the exercise of 'grey power' in connection with the way we will fund affairs of state. The budget contained proposals concerning the relation between possession of investments designed to secure capital gains and entitlement to a Commonwealth pension. A pensioner organisation objected to these proposals. Their view prevailed; the government backed off to say the very least.

It did so when confronted by this one organisation. Yet it remained obdurate on its determination to impose a tertiary tax although faced with significant objections from a number of organisations. Now it is plausible to sugggest that as many people think that receipt of a Commonwealth pension when possessed of substantial investments is as unjustified as the receipt of a free university qualification and consequent well paid job. Then why back down on the one and not the other? It may well be because there is a realisation at governmental level that, while the pensioner influence is but a component of a larger influence, the anti-tertiary tax group is already completely defined. Pensioners are only a proportion of the 20-25% of the Australian people who are above the age of fifty-five years. They could find voting allies among the rest of their age group and support from other organisations concerned with the ageing. The radical shift in the demographic balance of our society is not contained by the Grey Power organisation which is principally concerned with the financial well-being of the pensioner. The increase in newspaper articles about superannuation marks the fact. And there are such organisations as The Australian Council for the Aged which do concern themselves with the entire category of elderly people.

There are other indicators. In the last few years several countries have made major films about the older generation and about ageing. The film starring Henry Fonda and Katherine Hepburn called 'On Golden Pond' is but one example. Novels are appearing on the same theme. Plays have been written.

What sort of people do we find portrayed in all this. There is a song of a few years back called - I think - The Streets of London. It tells of an old man who spends his days in a cafe drinking a cup of tea an hour until it closes, when he trails home alone. It tells of an old woman who shuffles the city streets oblivious to all about her and, in the words of the song, carrying her home in a brown paper bag'. These are old people coping as best they may with social and economic adversity and with personal incompetence. But the message of the song is that most people are not in such circumstances. They should therefore remember the old Chinese proverb

> I had no shoes and complained until I met a man
> without feet.

By the large the import of these films, plays and books is similar. But in most of them the target of the message is the larger society which, so the message goes, should become aware of the potentiality of the older person. The old man and woman of the song present a problem of incapacity. The more usual case is of a person with a need to exercise demonstrable powers in the absence or withdrawal of opportunity to do so. The concept of the third age, from which the organisation called the University of the Third Age has drawn its name, builds upon precisely this fact. There has been growing awareness over the last two decades that people who have completed their careers under that outdated benchmark of sixty-five years, remain capable of pursuing courses of action and exercising possessed competencies. They also remain capable of acquiring new competencies and skills. Now unused or under-used competencies make the person feel justifiably discontent. Disuse leads to loss by atrophy. That leads not to personal development but to diminishment which is corrosive to individuals. The less one does the less one becomes able to do. If there is an increasing volume of films, plays and so forth about the older person there is also an increasing amount of research and analysis into precisely this necessity to accommodate a potential without a focus.

There are two things to be observed about all this. To begin with we must acknowledge the need to do something about what I have just called an outdated benchmark. We are still operating with a retirement age based upon a life span of three score years and ten which is derived from a time when circumstances were very different from those now persisting. Work patterns were more arduous for the ordinary person. Socio-economic conditions made additional inroads into health and virility. If you made it to sixty-five you were ready to practice resting in peace before doing it for real in a very short time.

Of course there were always exceptional people who, though aged seventy or more years, retained health, energy and competence. But they were singled out on just those grounds. People admired the fact that they still 'had all their wits about them', commented upon the fact that they were 'amazingly active and alert', that they, in fact possessed 'energies which belied their years'. They were observed as exceptions, rare beings. And they were thought of as being numerically insignificant.

The case is different today. All about us are active, capable people of up to 85 years and beyond and we accept the fact where, in the recent past, we did not. Even if there were more people able to be like this in that time we simply did not allow them to be so. We either convinced the ordinary person that they were over and done by their mid-sixties so that they set about dying rather than living at that time of life unless they were sufficiently counter suggestive to become one of those exceptions to the rule I've just talked of, or we so burdened them with labour from their youth onwards that they actually were worn out by sixty-five.

It is now recognised at governmental level that this age of sixty-five years as a bench mark for the diminishment of personal powers towards incompetence is anachronistic. Brian Howe, the appropriate minister of the Commonwealth Government has twice remarked upon the fact in the last six weeks. Unfortunately, his recognition is in an essentially negative context which is closely connected with the pension question once again. The context is the economic significance of devoting public money to the maintenance of people who remain perfectly capable of earning money for themselves but are prevented by an arbitrary ruling about the time when people must cease being in employment. (Of course there are instances where the ruling does not apply but most people cannot choose to continue in their employment beyond sixty-five years). I am by no means content with such a perspective as I hope to make clear in this paper. Certainly the negativism of saying that people must go on working longer because they are capable of doing so and we can't afford to let them do otherwise is radically unsatisfactory as social policy.

The second thing we must notice is that - and ironically - this recognition comes at a time when there is a diminishing need for increase in the work force of nations in the developed world. This is not to suggest that there is a decrease in work activity or that economic recession is cutting down possibilities as it did in the early nineteen eighties. Instead it is to suggest that the technological revolution of which so much was heard from the late sixties onwards is now beginning to exert pressure on patterns of employment and industrial management in ways which progressively reduce dependence upon human labour. Job functions disappear in ratio to the extend that computer functions increase in much the same way as the industrial revolution of a century and a half ago eliminated the need for individual spinners and weavers and domestic capitalism as a system by replacing them with factory based methods of cloth making by machine. Such techniques as computer aided manufacture, numerical control and computer draughting techniques are all contributing to this trend away from 'hands on' labour. And there is an eventual limit to the extent to which workers can be redeployed away from manufacturing into service industries. There is a limit also to the size to which we can expand our export markets. Hopefully these constraints will not disemploy large numbers of our still enlarging population in the future. But it is obviously not the time when the society stands in need of an enlarged category of work eligible people.

This apart, to return again to the point touched upon when making the distinction between economic strategies and social policy, because we are now presented with a greatly enlarged proportion of older people who are healthy and in need of meaningful activity should not lead us to demand that they do continue working whether they wish to or not. The minister's recent comments are directed against the present statutory prohibition upon work after sixty-five years of age, which means you retire because you have reached that age not because it is appropriate to do so. They do not imply a recommendation that it should be replaced by a compulsion to work till a later age.

On these counts there must be some further ways of incorporating the active person aged in the mid sixties and beyond. And clearly the institutional structure of society has made moves to accomplish this. One such move has been the international growth of the University of the Third Age or U3A from its origins based upon a French University. As is documented in many of the growing number of publications on adult education this organisation has put stress upon the learning interests and capacities of the older person and the creation of a matching pattern of courses provided by the organisation itself, utilising the now available resources of its members.

The idea has been very well received in many countries. It has the attraction of spontaneity and self-help. It is informal rather than formal. It does not deal in credentials as such. Learning and teaching are mutually determined without the hindrance of regulation. The learning-teaching transaction is a matter of mutual arrangement between peers. The movement is grounded in community and nourished by its networks. A number of people may form 'a campus' in a locality in loose affiliation with the national U3A administration, form its own committee of management, recruit its course leaders from the ranks of unpaid volunteers, and find its own places from which to operate. Some such campuses have their origin rather as the original French one did, in the interests of a university agency such as a Centre for the Study of Continuing Education. Monash U3A is a case in point. When this is so the U3A is quite distinct from the university, having no claim upon it or responsibility to it. Other campuses have connections with local councils, others with Colleges of Advanced Education. Some have no such connections at all.

As I have said, there are national secretariats made up of unpaid volunteers and it is the case that each one of these is becoming progressively more of an administrative entity. The Australian network held its first national conference in August of this year at Melbourne University. There have been international conferences in a number of countries, including Poland. The latest of these will be held this month in England at Cambridge University.

I have been interested in the significance of all this in relation to the changing potentiality of the older person in contenporary society. This change is nowhere more evident that in U3A memberships. As has just been mentioned, Australia has just held its first national U3A conference. At that time conference goers were requested to complete a small questionnaire. The data from this is still in process of analysis but enough information is available to show that the conference goers possessed special characteristics. From one well represented Melbourne campus the following picture emerged.

Fifty nine people from this one campus attended the conference. Their ages were as follows:

17% (10) were between 50 and 60 years of age.

45% (27) were between 60 and 70 years of age.

32% (19) were aged 70-80 years.

5% (3) were over 80 years of age.

No respondent in this group thought him/herself to be in poor health.

22% (13) thought themselves to be in reasonable health.

78% (46) thought themselves to be in good health.

All of those over 80 years of age were in this third category.

This supports the impression of U3A consisting of a group of older people possessed of health and energy.

In terms of financial security the picture of the group is this:

19% (11) received the full Commonwealth pension.

22% (13) received a partial Commonwealth pension.

58% (34) described themselves as self supporting, (which category includes those in receipt of the benefits from a contributory superannuation scheme).

This is important, given the message of the song about the streets of London I mentioned earlier. Poverty and powerlessness go hand in hand. Severely limited economic means is a bar upon full social potentiality. This group plainly escapes these impediments in great measure. These financial details about the group anticipates what we will find about them in terms of educational levels - another familiar indicator of both economic and social effectiveness.

7% (4) of respondents in this group attended primary school only.

36% (21) attended secondary school but not college or university

56% (34) attended college or university.

The educational attainments resulting are these.

8% (5) possessed higher degrees.

7% (4) possessed first degrees only.

19% (11) possessed a first degree and a diploma.

12% (7) possessed a diploma or certificate only.

17% (10) had matriculation only.

15% (9) had what was called Leaving or Intermediate school certificates only.

22% (13) had none of these qualifications.

We have here a group of which 34% (20) possessed university qualifications. It should be remembered that when these people were of usual undergraduate age the proportion of the society in this category was very much smaller than has been the case in the last two decades. Secondly, numbers of the group obtained some or all of their university qualifications later in life than is usual. This indicates a strong drive to achieve which is compatible with the previous contentions made about the group's potential.

Given that U3A in Australia and elsewhere is but some fifteen years or so old, this campus is a long established one which had a lot to do with the establishment of U3A in this country. Perhaps, then, it is atypical in its membership. As I have said the data from the survey is not yet fully analysed but this possibility can be tested to a limited extent by making some comparison with the data from a campus group which was formed in 1986 in the outer suburbs of Melbourne. It is much smaller in membership as yet. Some 20% (18) of that membership attended the conference.

As with the first campus we have considered the majority of the respondents, (66% or 12), were aged between sixty and seventy years. Again no one thought him/herself to be in poor health. Most, (72% of 13) reported they were in good health. the majority were not in receipt of Commonwealth pensions.

The group's educational levels were also similar. A rather higher percentage (44%) possessed tertiary qualifications.

Some other information is available about this second and smaller group. Three of them taught courses in their campus, one teaching courses in Australian Constitution and Current Afairs, another a course in Literature, the third teaching courses of a philosophical nature.

Of the ten males attending the conference from this campus three were teachers or lecturers, three had been engineers, one was a psychologist, one a career politician and another an accountant. Of the eight females attending the conference, five had been teachers, two office workers, one had been a nurse and another a welfare worker.

This group quite closely mirrors the characteristics of the larger group. The same conclusions can therefore be drawn concerning their potentiality. If the rest of the analysis produces a similar finding and if further investigation shows that such a result typifies the characteristics of U3A groups Australia wide, then it would seem safe to say that U3A is comprised of significantly capable people possesses of energy, resource and drive.

I think this will prove to be the case. I have been working with a group of some fifteen U3A members over the last twenty months. From time I distributed material to them about adult learners and asked for anonymous responses to it. Among this material were three profiles of learner types drawn from the researches of Houle.

One profile well favoured by these U3A members as depicting themselves was called the Goal Directed Learner. This category, so its constructors found, typified people in early and mid career who sought training and retraining for advancement in their work.

The learner profile least favoured as a distinguishing mark by this U3A group was called the Activity Oriented Learner. It described a person who sought activities which were, to quote the profile itself, 'essentially based on the amount and kind of human relationship it would yield.' That is to say that the value of a course for such a person lay principally in its possibilities for contact with other people.

The most favoured profile of the three was called the Learning oriented. This described learners in terms of goals and purposes in much the way that the first category - the Goal Directed - does but it vests goals and purposes in the learning activity itself without the same stress upon instrumental ends such as career advancement. It did lay stress upon personal extension and development.

Taking the two preferred profiles in conjunction - and many did mention them both - the possibility of personal development is cast in terms of learning things for their own sake. It is at this stage that my speculations, begin. It seems to me that this goal has been advanced because it is the only immediately possible one under the conditions of marginalisation that enforced retirement and withdrawal from affairs which pertain at present in countries such as our own. If my foregoing analysis is substantially correct we find in U3A a focus for people who have in common the dilemma of possessing purpose without opportunity to pursue it unless that opportunity is self created, contained and maintained. We have potential for action in the absence of any call for its exercise beyond the bounds of the group itself.

My problem is this. In the end the notion of learning for its own sake breaks down. Personal development as a reason loses its credibility in the face of persistent social unconcern expressed - however benignly - as an implacable insistence that the person remains disengaged in affairs.

This mechanism of disengagement frequently takes the form of what I will call the threat of recreation or therapy for the unoccupied. The process is clearly shown in the television advertisements which seek to persuade people to invest their superannuation payouts. In effect the message is this: now the serious business of living is over and you are not yet ready for death, you should enjoy yourself. Take a trip! Play golf by the kilometer! Play bowls by the day! Amuse yourself. Learn potting! Go to Queensland! You'll have money enough to do whatever you want.

Not quite. Trips abroad, golf, bowls, pot-throwing and so on and so forth; they are all fine in themselves. That isn't the point. They are, in terms of the way the world works, non-serious. They do not improve or harm the general society, help redress social wrongs, cure social ills, or contribute to a better way of running things. They are not necessary in any fundamental sense, (however close to suicide the golfer might come after a day of bungled putts or however lost the bowler would be if they closed the local club).

I think that the U3A movement recognises this difference in levels of meaningfulness. I am not so sure that it knows quite what to do next with its recognition. I am by no means sure that society at large has anything to offer on the point.

All of which is something of a pity. It is also something of a challenge. As I've tried to show, the University of the Third Age is a movement involving resourceful people with energies and abilities. I have also made mention of the other end of such a contimuum of personal resource, energy and ability. I drew attention to the two powerless and incompetent vagrants depicted in the song about the Streets of London. Between these two extremes there are multitudes of people in neither condition, They have in common a degree of disorientation caused by disengagement in affairs, by loss of agency. There has been much talk of partnership at this conference. To be partners in something you need a function, a part to play, something to contribute. You need inclusion. It is not partnership that allows, (perhaps 'insists upon' is a better expression), one to go away and amuse oneself, to divert or indulge oneself at whim, making sure that you are reasonably comfortable and cared for while so doing. That is patronage and caretakerism. It is economically expensive. It is socially spendthrift. It is personally corrosive.

Yet it seems astonishingly easy to sell as desirable. Perhaps it is to do with the economic climate. If it is difficult to find work for the young then keep them in warehouses called schools. Offer them the palliative of training and hope employment picks up. For the older person U3A takes the place of the retention camp school if it has no input into social policy. It has no inbuilt superiority unless it has a function beyond itself. Like old-time dancing or bingo, it uses up the time. That's enough for the caretaker. It is abominable to the would be partner.

We are talking of twenty five per cent, of one in four. I wonder if we can afford that sort of waste.

UNIVERSITIES OF THE THIRD AGE

AN EXERCISE IN PARTNERSHIP

Cliff Picton

SUMMARY

Older people represent a significant and growing element in the Australian population. In recent years they have demonstrated an apparently insatiable thirst for knowledge about an ever-widening range of topics and issues. Research has now shown conclusively that older people generally retain the capacity to acquire, absorb and use new information and knowledge until much later in life than was hitherto thought possible. While this finding deals a gratifying blow to the negative stereotype of old age, much needs to be done to make opportunities available to older people to pursue a suitable range of intellectually stimulating activities.

One exciting model well-established in Europe is now well established in Australia. Universities of the Third Age (U3As) are based on the notion that older people have the skills to teach and learn together. They are essentially self help organisations with members determining the form and content of programmes that reflect the rich diversity of interests and talents of the participants.

Approximately 8,000 people are now active participants in campuses throughout mainland Australia. The First National Conference of Universities of the Third Age was held in Melbourne on 22-23 August 1988 with the assistance of a grant of $60,000 from the Australian Bicentennial Authority.

INTRODUCTION

The world is currently experiencing the ageing of populations. One result of this phenomenon is more active older people with leisure time in their retirement years who have a high level of intellectual curiosity. The creative use of leisure is increasingly bound up with recognising that many older people want to continue the process of self development. Coupled with this is the recognition that education can be a lifelong process. The United Nations World Assembly on Ageing recognised this aspect of ageing in its International Plan of Action on Ageing (1982), particularly in Recommendations 45 and 47:

> *Recommendation 45*
>
> *As a basic human right, education must be made available without discrimination against the elderly. Educational policies should reflect the principle of the right to education of the ageing, through the appropriate allocation of resources and in suitable educational programmes. Care should be taken to adapt educational methods to the*

> capacities of the elderly, so that they may participate equitably in and profit from any education provided. The need for continuing adult education at all levels should be recognised and encouraged. Consideration should be given to the idea of university education for the elderly.
>
> Recommendation 47
>
> In accordance with the concept of lifelong education promulgated by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), informal community-based and recreation-oriented programmes for the ageing should be promoted in order to help them develop a sense of self reliance and community responsibility. Such programmes should enjoy the support of national Governments and international organisations.(2)

By now the general population of Australia is getting used to being told that we live in an ageing world. However, all too frequently this older segment of the population is still described in negative terms. To be retired is to attract the characteristics of a hostile negative stereotype - old age equals dependence, depression, ill-health, poverty and the status of receiver rather than giver.

Although the stereotype inevitably contains some elements of truth the reality is that the majority of older people are fit and well, living in their own homes, managing their day to day affairs without outside assistance or interference. However, one inescapable feature of retirement for the majority is a significant number of years of enforced leisure for which little preparation may have been made. It is no comfort for older people to be told that this is a lot they will share with an unspecified number of unemployed people in the post-industrial society. One of the great challenges therefore, for this society, is to identify and provide a range of activities and options for older people to choose from to enable them to enjoy an active and stimulating retirement. This paper will describe one option which, although it has a primarily educational focus, will be shown to have other beneficial consequences for participants.

UNIVERSITIES OF THE THIRD AGE - THE CONCEPT

Universal access to education for children has become an accepted part of life in the developed countries of the world. Increasingly, education beyond the high school or secondary phase, has been pursued by a relatively small number of students. Emphasis on the vocational aspects of education has further down-graded the pursuit of knowledge as an end in itself for all but a handful of exceptional scholars. Overall, older, and especially retired, people are numerically under-represented at all levels of the education system. There are a number of reasons for this under-representation. Many of those who are currently retired would have left school at a very early age, perhaps due to socio-economic imperatives or the lack of oppurtunity to pursue education beyond the basic levels. Their experience of the educational system, therefore, was probably unlikely to engender a burning desire to pursue further studies *later in life. Not surprisingly older people in search of educational opportunities in retirement have been found to be predominantly drawn from the professional and managerial classes. Other discouraging factors would include the high cost of further education, difficulty some older people might experience in travelling to and from an academic centre, and the tendency for adult education programmes to run in the evening when some older people may be reluctant to leave home. More pertinent to this discussion however, is the general absence of the concept of lifelong education and the way in which education has become inextricably linked with the pursuit of academic success in the form of a qualification. The pursuit of knowledge as an end in itself seems to have been an early casualty in the onslaught of intellectual vandalism of recent years. The University of the Third Age concept offers a way out of these difficulties and barriers.*

The first University of the Third Age (U3A) was founded in Toulouse, France in 1973. There are now more than two hundred in Europe, Britain, Latin America and Japan. The U3A concept is based on three premises: The need for educational institutions, outside those already provided in the main stream, to meet the previously underestimated requirements of large numbers of older people; the importance of providing mental stimulus and activity for older people as a way of delaying or avoiding the undesirable dependencies of old age (it can even be argued that maintenance of mental stimulus and activity is cost beneficial to the community by reducing use of health services in later life); the notion of older people as untapped repositories of knowledge and experience (education is essentially a sharing of knowledge and experience).

There is no single model of what a U3A should be. Therein lies the strength of the concept because it implicitly identifies the great diversity of needs and talents of potential U3A participants. One of the fascinating features of the development of this phenomenon is the rapid metamorphosis it has undergone as different groups in a number of countries have shaped the concepts to meet local requirements. As Midwinter (1983) remarks 'The Value of such freedom in a pioneer movement is obvious enough. Each initiative is, in effect, a hypothesis to be tested.' Absence of qualifications, entrance requirements and conventional academic standards mean that the U3A members are also its owners.

It is their knowledge and experience that the concept affirms. Their sense of worth is enhanced by the removal of the distinction between teacher and learner. In that climate of affirmation, education for its own sake becomes the primary objective.

As originally developed, the French U3As brought older people into contact with academic programmes run by universities. Midwinter (1983) contrasts this with developments in Britain where 'The concept of the mobilisation of skills and interests of older people often assumes a capacity to teach, to lead discussion, to initiate enquiries, to demonstrate that interest or this hobby.' Thus self help and self selection of what is taught and who teaches come together reducing dependence on outside resources.

What is taught depends entirely on the interests and resources of the members. Having recognised that the retired have skills and talents that they are prepared to use, the U3A dictum is quite simply 'use them'. The pilot groups of the University of the Third Age in London chose Art, English Literature, History, French, Psychology, Politics and Current Affairs as their first subjects. The publicity brochure offered a tantalising view of things to come...'A magazine is being produced by and for members. We are hoping to run our own theatre, in all its aspects... There will be opportunities to study abroad. Immediate plans include art, history and other subjects will follow. Usually this work will be in collaboration with U3As in other European countries so we shall combine study with friendship. Almost anything is possible, if people want to plan and organise it with others.' It is impossible to avoid being caught up by this kind of positive planning and action by people who have traditionally been shunted into a siding marked 'old, no longer useful'.

This mutuality of teaching and learning has led to a broad acceptance of the use of the term 'university', in the mediaeval Bologna sense, which is a community of searchers after knowledge and experience where study takes precedence over teaching. It must be said however, that some people are uncomfortable with a title that is so readily identified with elitism. This point will be addressed later in the paper.

OLDER PEOPLE AS LEARNERS AND TEACHERS

One of the stereotypes of the elderly is that they become too old to learn. Research in adult education and in particular the work of our own Dr. Elsie Harwood and her associates at Queensland University demonstrates that almost any adult can go on learning almost indefinitely, given time. Added to this is the fact that is readily identified by adult educators, that older people are often highly motivated to learn. Freed from the constraints of arbitrarily arrived at programmes or curricula, and arbitrarily arrived at assessments of standards and qualifications, U3As can encourage this motivation to develop creative learning for all.

Because U3A members determine not only what is taught but where it is taught, they make its benefits potentially available to all. There are numerous British examples of study groups meeting at the homes of disabled members whose physical condition might otherwise preclude participation. Plans have been discussed to conduct groups in hospitals and one Victorian campus is based at a nursing home. Because U3A participants are mostly retired they can time-table courses and activities to suit their need rather than fit into the time-frames of those whose lives are goverened by different imperatives. This degree of flexibility of time and place ideally suits the potentially endless range of topics, subjects and activities. It also encourages sociability with some groups developing recreational as well as academic activities.

BENEFITS

It has already been asserted that older people retain their capacity to learn until much later in life than was previously thought possible. The pessimistic view of ageing was drawn largely from focussing attention on those older people who were ill, dependent and depressed. The active, vigorous person was likely to be pigeonholed as 'exceptional' because of some record of high achievement prior to retirement, or patronised as 'wonderful for her age' because of failure to conform to the stereotype.

U3As, in their various manifestations, require the active involvement of their members. Learning is not a passive activity to sit for an hour and listen to someone who is paid to teach. Members are the organisers, teachers, head cooks and bottle washers, as well as the learners. They are almost impelled by their motivation to learn to ensure that the organisation remains active and responsive. A member enquiring about a particular area of interest is likely to be asked 'can you teach it?'

It is at this point that the U3A becomes more than an interface for teachers and learners. It requires its members to be active in body as well as in mind, it demands a degree of socialising, involvement in decision making and a demonstration of individual choice. These just happen to be the opposite characteristics of the negative stereotype of ageing.

Many older people begin to play the stereotyped roles we have assigned them in retirement because other meaningful roles have been lost or diminished. U3As offer people the chance of reasserting their ability to continue to play active roles that give greater meaning to the years of retirement.

Research on the measurable benefits of U3A programmes is not yet available but there is ample anecdotal and impressionistic material to suggest that participation might bring nearer Juvenal's hope for 'mens sana in corpore sano'. There can be no doubt of the benefits to the wider community of a physically active and mentally alert group of older people.

U3A AS PARTNERSHIP

Having broken down the traditional distinction between teachers and learners U3A might be thought vulnerable to paralysis. Traditionally the teachers have given shape and direction to the educational experience. It may have been the wrong shape and an inappropriate direction but at least it provided a framework - and perhaps condemned many learners to a passive role. U3A draws its stength from a partnership between teacher and learner based on mutual investment and exchange. The students actually want to learn and the teachers want to teach. Freed from the tyranny of an examination at the end of the course or the anxiety of getting the right number of units completed to qualify, the learning that takes place can be heightened because of the enjoyment it provides. U3A students do not come 'unwillingly to school' because they have chosen to be there.

Partnership in the U3A context than, entails a high degree of personal investment. Groups quickly develop a real sense of pride in 'their U3A' and recognise that it is only their efforts that will prevent the operation of the second law of thermodynamics - the tendency of systems to reach a state of entropy or rest. Like partners, the members 'own' the U3A. They made it, they shape it and determine the nature and extent of its activities.

ELITISM AND U3As

The charge of elitism seems to stem from the use of the term university. The proponents argue that it is being used in the sense of a community of scholars rather than a factory for turning out people with qualifications which allegedly fit them for employment. Laslett cited in Bourne (1983) has argued that the U3A movement could only plausibly use the 'university' in its title if it was committed to the extension of the body of knowledge. Bourne (1983) reports that 'for this reason he (Laslett) felt strongly that U3As as a whole should have a research commitment: older people could discover more about the needs of the elderly in our society'. In a public meeting held in Melbourne in 1984 to test interest in the U3A concept, one speaker from the floor took the notion further by suggesting U3A members could research a variety of issues and report directly to Government. Clearly if U3As are targeted to the needs and interests of people already socialised into academic pursuits then they may rightly be criticized as elitist. However, because the members determine the form and content there is no reason to exclude any activity or subject. All that is required are people who want to learn about something and someone who is willing to make available the desired knowledge and experience. At the same public meeting already referred to, another speaker hoped there would be courses in welding.

U3A'S IN AUSTRALIA

With all of these considerations in mind a group of interested people who had some knowledge of U3As in Europe decided to test the concept in Australia. In August 1984 a public meeting was held in Melbourne which attracted an interested and enthusiastic group of 60 retired people. The outcome was the establishment of the City campus, with the assistance of the Council of Adult Education. The strong endorsement of the group encouraged the self selected facilitators to canvas the idea more widely with a view to starting pilot projects.

The initial success led to discussions with two institutions of higher education and with other organisations. As a result, a second public meeting in the municipality of Hawthorn, a few kilometres from the city centre, was held in November 1984. The organisational base was, on this occasion, a neighbourhood Learning Centre. The meeting had the support of the Swinburne College of Technology and the Hawthorn City Council. Held at a local library, it attracted an overflow attendance of 250. So the Hawthorn U3A was formed. A similar meeting held at Monash University, which is 20 km from the city centre, was arranged in

February, 1985, by the University's Centre for Continuing Education. The University's Vice-Chancellor supported this involvement of the Centre; on this occasion the attendance reached 350 and thus U3A Monash came into existance.

Since then, the movement has grown rapidly. Two more groups in suburbs of Melbourne (Ringwood and Frankston) were established in 1985 and another (Yarra Valley) in 1986. By the end of 1986 these six Melbourne U3As had a combined membership of over 2,000. The largest is the original City group with more than 600 members. Within the State of Victoria, three groups now exist in provincial cities and at least two others are known to be in the planning stages. Enquiries from other States have led to the establishment of U3As in Perth and Adelaide and U3A groups in Canberra, Brisbane and Caloundra. In May 1987 the first N.S.W. campus was launched at Shoalhaven and several are planned for Sydney following a meeting at Sydney University in November of that year. All the time of writing there are between 25 - 30 groups operating around Australia. By the end of 1988 at least 8,000 older men and women will be U3A students and teachers.

In essence the U3A concept represents an exciting challenge to older Australians to make a more creative use of some of their leisure time in their own interests and in the interests of others. U3As offer older people an opportunity to define their own learning needs as well as the means by which these needs may be gratified. Norton (1983) has summed it up thus 'The modus operandi of U3A lends itself, like no other educational form, to the subtle variations of human needs and resources. All too often, and with devastating effects, the unique individuality of older people is ignored. The U3A concept recognises and caters for the singularity of each member. It offers oppurtunities for the development of particular talents. In some cases, learning is simply a by-product. It is the involvement that is important. The current range of activities taking place in so many different localities and at so many different levels and engaging the multifarious gifts of, at the moment, over 4,000 people (in Britain), demonstrates the very real progress of this living and growing idea.'

ARCHIVES

The rapid spread of U3A's in Victoria and elsewhere was matched by an equally rapid build-up of documents - letters, minutes, newsletters, press articles, interviews etc. It was felt important to try to keep a record of these developments in view of the special nature of the U3A movement. The upshot was an application for a CEP grant to establish a U3A archive. Three CEP workers were employed by ACOTA, on behalf of the Network Committee, for six months in 1986. The result of their work is three filing cabinets containing the origins and developments of the movement in Australia. The floor of material continues and the archives are kept up to date by two hard-working volunteers.

CONFERENCES

To date the U3A movement has grown most rapidly in Victoria where the first campus was established. At an early meeting of the Network Committee, members talked enthusiastically about an occasional bringing together of campuses to compare notes and share their thoughts about 'their' movement. Two successful one-day conferences have been held, in 1986 and 1987, each attracting in excess of 200 participants.

Emboldened by their success members agreed to seek funds to hold a National Conference to coincide with the Bicentennial Celebrations in 1988. A grant of $60,000 has been made to ACOTA under whose auspice the Conference was held in Melbourne on 22-23 August 1988.

20/7/88

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THE UXBRIDGE EXPERIENCE

By Penny Bonnell.

INTRODUCTION:

Today we are going to outline the history and development of the Uxbridge Creative Leisure Centre for Howick. During this discussion we intend to focus on the set of partnerships - or relationships - which those running the Centre have fostered, the result of which is the wide-ranging programme available to the local community. The Uxbridge Centre's ability to be responsive to the needs of the community is becoming increasingly recognised, both by the community itself, and those further afield.

The Uxbridge Centre consists of the former Uxbridge Presbyterian Church and associated buildings which were purchased from the church by the Howick Borough Council in September 1981. It is immediately adjacent to the Howick Garden of Memories - a small but charming public reserve housing the local Senior Citizen's Service Club and the Tainui Folk Museum.

On purchasing the property, Howick Borough Council called a public meeting and set up a Steering Committee to recommend the future operation and management of the Centre. Their brief was that the Centre should cater for the arts and crafts and that the programmes should complement the activities of the rest of the Borough, particularly those at the Howick Community Centre, which were mainly indoor sports.

Howick is a small borough of 14,000 on the south eastern edge of the Auckland urban sprawl. Its history dates back to the 1840's when the first settlement was established to house a unit of Fencibles - pensioner soldiers brought out from Britain to defend Auckland from raids by Maori war parties during the Maori wars. Until the 1950's it was a sleepy rural and holiday community, very much separated from Auckland by the Tamaki River and the surrounding district was almost entirely farmland.

With the postwar explosion in Auckland's population the areas surrounding Howick have become dormitory suburbs and Howick has changed from a sleepy English rural village to a bustling modern township with a growing population of approximately 20,000 in the surrounding district. However, Howick has managed to retain much of its former identity and people still refer to the shopping centre as "the village".

PHILOSOPHY AND STRUCTURE:

As I mentioned earlier, the Uxbridge steering committee had been set up by the Borough Council to recommend future activities and the operation of the Centre. This followed the strong recommendations to the Borough Council by the Howick & Pakuranga Community Arts Council, which was not only convinced there was a real need for a community arts centre in the district, but also, more importantly, one in which the voice of the community had real strength.

As a member of the Community Arts Council, I was nominated to the Steering Committee.

Also on the Steering Committee were representatives of the CAC, the Borough Council, the then users of the Church Hall etc, residents in the immediate vicinity, plus others from the community.

So right from the beginning important partnerships were acknowledged. i.e. the Borough and the Community (Steering Committee), and within the Steering Committee important groupings within the community.

Once set up, the Steering Committee then looked at possible use of the buildings, canvasses the community for suggestions, and began to seek out a suitable philosophy and management model for the Centre to adopt.

During the first few months, the Steering Committee ran a Holiday Programme for school-aged children and appointed two voluntary co-ordinators to plan activities in the third term, i.e. September to December 1981. I was one of these co-ordinators.

Dr John Raeburn from the Auckland University Department of Community Health was invited to address the committee. He had spearheaded the development of the Birkenhead, Beachhaven Community Houses Project and recommended that the Uxbridge Co-ordinators attend a course run by Ann Hartley, the first co-ordinator of this Community House project. The course was on "How To Set Up and Run a Community Project".

The two of us who attended this course were immediately "sold" on the ideas put forward.

So in March 1982, this Community House Philosophy and Goal System of Management was adopted at Uxbridge - not without many difficulties at that time and continuing into the present. I hope that we can show you today that these difficulties are not with the system itself, which indeed works extremely well, but rather are difficulties individuals and groups have initially in accepting a new "model" or "framework" to work in, and most importantly, a whole different power structure.

In simple terms the philosophy enshrines the concept of community participation in the decision-making process at all levels of management of the project. Although legally owned by the local authority, the community facilities are in fact owned by the people, who in turn have a right not only to use but also to manage the facility, and to be involved in making all decisions pertaining to the running of the facility and its programmes.

The organisation to facilitate this process is by way of an Incorporated Society - in this case Uxbridge Community Projects Inc.Soc. - thus giving legal status to the organisation and protection from financial liability to individual members.

The Management Committee consists of 2 nominees from the local authority, the others being elected annually from the membership which is open to anyone residing in the district.

The functions of the Management Committe are:

1. To employ staff
2. To ensure sufficient funds and effective funds management
3. To call a series of public meetings annually to set goals
4. To ensure that these goals are implemented (within the bounds of possibility)
5. To act as a clearing house for issues and concerns etc.

The goals then become the focus of action groups who implement them. Action groups are formed from those who wish to offer their services. They are NOT equivalent to sub-committees; that is, it is not mandatory for a management committeemember to participate in the action group.

The budget is set in relation to these goals and action groups make the decision concerning the spending of their funds. i.e. Management committee devolves the decision-making to them.

PARTNERSHIP WITH LOCAL GOVERNMENT

Right from the Centre's birth there has developed a unique relationship with the local authority. In other similar centre in new Zealand the local authority either administers the centre directly or a voluntary organisation undertakes this task with very little support from the local authority.

Over the first three years, Uxbridge managed to persuade the Howick Borough Council that as a partner in the business of running the Centre, it had a key responsibility to provide sufficient funds and resources to the Society in order that it might fulfil its functions.

The major hurdle to be overcome was the necessity for the Howick Borough Council to provide funds for staff salaries and wages. The initial co-ordinators were employed on Central government funded Job Creation Schemes. The Council's initial stance was that Uxbridge could expect little financial support and that there would be no funding for wages.

Seven years later, in the 1988/89 financial year, the Howick Borough council is contributing $95,000 towards staff wages, plus $35,000 towards upgrading the buildings.

The wages grants are paid in advance in quarterly instalments. The staff are employees of the Incorporated society, and report to the Management committee.

Throughout this period, the responsibilities of the two partners have been painstakingly developed and negotiated. The Management Committee constantly re-inforced the role the Council must play in the Centre's running and development.

Thus a partnership has been developed whereby the local authority has established a community arts and education centre run on a very cost-effective basis for its ratepayers and other members of the community. By using a voluntary organisation as the managing agent for the centre, the Council has ensured that the community is closely involved in the day-to-day operation of the centre, that there is a large amount of voluntary labour, voluntary fund-raising, and that the Centre is eligible for a wider variety of grants and subsidies than would be the case if the Council ran Uxbridge directly.

For the community, this arrangement brings greater autonomy, greater flexibility, and freedom from the bureaucratic restrictions inherent in local government. It also increases the ability to develop a style of management more appropriate to the needs of the Centre, which needs skills and expertise and systems not normally found in the staffing structures of local authorities.

In this partnership the local authority has traded power and direct control for a lower running cost. The community has traded a certain vulnerability for independence of operation.

With the imminence of a re-structured local authority, it will be interesting to see whether there is any great change in this relationship.

PARTNERSHIPS IN COMMUNITY ARTS

In the introduction we mentioned the early involvement of the Howick and Pakuranga Community Arts Council with the development of the Centre.

The QEII Arts Council of N.Z. is a 3-tiered structure consisting of QEII Arts council responsible for the professional arts, 3 Regional Arts Councils (and MASPAC) with the responsibility of setting up and resourcing community arts councils, - of which there are nearly 100 nationwide.

Community Arts Councils have a statutory responsibility to promote and foster the arts. Uxbridge has been a key project for the H&P CAC.

However, as with the role played by the local authority, it was deemed inappropriate for the CAC to be directly responsible for the management of Uxbridge.

Nevertheless it has maintained a close relationship with Uxbridge and both organisations have representatives on their respective committees.

The Community Arts Council has played a key role in supporting Uxbridge and its activities, and has been influential in obtaining funds for the Centre, both from the Local Authority and from the Northern Regional Arts Council.

In 1985 the support of the CAC was crucial in the Centre's obtaining the first-ever salary subsidy from the NRAC to an arts organisation. This subsidy was one third of the total salary for an arts co-ordinator for 3 years, the other two thirds being supplied by the local authority. The Howick Borough Council now funds the full cost of the salary.

In return Uxbridge lends considerable support to projects initiated by the CAC. Currently Uxbridge supplies studio space to the United Community Artist. Cellist Euan Murdoch is employed by the CAC to work with individuals and groups in the wider community introducing people to music and other art forms as well as enhancing the expertise of those already engaged in music-making.

Close relationships have also developed between Uxbridge and other local art and cultural organisations such as the Howick little Theatre, Howick Historical Society, Tainui Folk Museum, Howick Floral Art Group, etc.

COMMUNITY EDUCATION PARTNERSHIPS

In the New Zealand education system, Community Education has traditionally been organised and funded through the Government's school system - originally as the "night school" for adults. Over recent years the schools have been allowed and even encouraged to fund classes and workshops for groups outside the school grounds - in the community. Groups such as the Peace Group or the Keep Fit Association considered themselves very fortunate to have had perhaps one or two classes a term funded in this way through their local school.

Uxbridge last term programmed 34 classes and workshops for adults, and twenty of the tutors of these classes were paid by the Education Department through two local schools. Uxbridge has been fortunate in being able to establish a partnership that has provided so much more financial support than other community groups receive.

Among the first activities undertaken at the Centre were daytime classes for adults. At this stage Uxbridge stood alone - doing its own need assessment, its own organising, funding, and evaluating.

Many of the tutors, most of them skilled and very experienced people, gave their time voluntarily because they believed in what we were doing. The fees generated by the classes helped to fund administration and the development of the Centre.

As the classes continued it became apparent that there was a great need for them. For the first time in our area classes were being held in the daytime, the atmosphere was friendly and informal, and there was a desire for learning in a variety of subject areas and for classes to be local and easily reached. ......But volunteers can only be asked to do so much. Beyond a certain point it becomes exploitation. So we needed to find ways to pay tutors.

At about the same time a "pilot" community education programme started through the Education Department at a local school - with a brief to provide community education in the area, but still tightly bonded to the school itself in terms of decision-making and finances.

Their help to Uxbridge was paternalistic -or big-brotherly. Other schools have since joined the programme, and they are not entirely altruistic of course in this "partnership". Their own allocation of tutor hours could be reduced the following year if they did not use them, so the schools needed their community groups.

Uxbridge provides the administration, venues, advertising, most of our own tutors, and evaluation and researching of needs. A proportion of class fees are paid to the school - a different proportion according to which school -or polytechnic - we are dealing with. We are still working towards an equitable partnership.

A new move towards achieving this has come recently through the school system itself -from the shortly-to-be-defunct government Education Department - with the decree that schools must have advisory committees which are open to members from any interested community groups who then ideally will have input into the programming of community education classes.

Another move has been approved that could separate us from this system altogether. There has just in the last few months been formed a new committee - called CILANZ - which we hope will allow funding to be available to community groups without the middle-man, the local school, and that no longer will we be involved in long-winded roll-filling and form-filling procedures. I hope that we will still be able to keep open the channels of communication between Uxbridge and our local schools.

At present in New Zealand the whole structure of administration of education in schools is to change totally. We hope that Uxbridge will be able to contribute to the setting up of community forums which are to be a part of the new structure.

We already participate in programmes where children come out from their schools to learn in the community. So far this has meant pupils coming to work in our creche learning basic childcare and other skills. They also help in our office and help with our publicity posters and boards; they take part in our oral history programme; they participate in our art classes; and they visit our exhibitions

They learn a wide variety of specific skills and they learn a great deal about their own community.

We also provide outside school hours a number of activities for children. They participate in our Centre after school hours and during school holidays in a wide variety of activities - theatre, art classes, craft classes and so on. No funding is provided through government for these activities, however, as the government maintains that everything they need is provided for through their schools.

There is increasing pressure on all these activities, and perhaps especially on the children's theatre. This increasing pressure is a good indication to us that there is a considerable need for the classes. Our philosophy says that the arts should not be available just to the rich - so private expensive lessons are not our aim. Funding is always a problem. We could do with some more partners in this area.

For pre-school children, our centre runs a creche - originally to support adult classes. In practice the creche not only provides an educational experience for pre-schoolers, but also provides parents with countless opportunities for non-formal learning. Not just in the formal classes that they can attend while their children get top-quality childcare, but also in their close co-operation with other mothers as they give volunteer help, their working together in the creche "action group", taking part in decision-making -on creche policy, on equipment, on buidings and maintenance, and in their taking part in the Uxbridge Management Committee which employs the staff of the centre and makes the decisions for Uxbridge -as we have seen.

Central Government plays a part here too. Funding for the creche supervisor and some other staff funding is provided by the Education Department, also with some access to their resource information and materials. This is a partnership that the Government seem committed to, so we hope that the relationship here will be strengthened.

COMMUNITY PARTNERSHIPS

Partnerships with funding bodies are of course very important. However, it is the nature of the partnerships Uxbridge has developed within the community that are fundamental to the successful operation of the centre.

When a need is identified, goals formulated and action decisions taken, a group of individuals is formed into an action group which puts the decisions into effect. This group then becomes an official body within Uxbridge and becomes entitled to special consideration and support from Uxbridge as a whole, and has a great deal of autonomy and flexibility to act.

In return the action group takes upon itself a degree of responsibility which increases with the success of the project. Ultimately as the action group matures it assumes responsibilities for goals which support Uxbridge as a whole and the wider community, as well as goals particular to its own activity.

The development of the Children´s Theatre and its action group serves as a good illustration of these points.

UXBRIDGE CHILDREN´S THEATRE

YEAR 1.

Goal to form Children´s Theatre.
Actioned by staff - who appoint director and advertise classes.

YEAR 2.

Action Group formed.
Staff and Management Committee have great deal of input.
Waive rental, seek initiating grants to get theatre under way.

YEAR 3.

Action Group more active.
Fundraising started - provision of equipment for Children's Theatre.
Management Committee representative.

YEAR 4.

Action Group stronger - over 100 in the Children's theatre.
Fundraising undertaken for Uxbridge as a whole, full rental paid.
Own budgets prepared, action groups sets fee.
Representative from Management Committee goes to House Committee, new Management committee representative.
Offstage Youth Theatre formed, supported in early stages by Children's theatre Action Group.

YEAR 5.

Offstage Action group formed.
Mirrors the same pattern of development as Children's Theatre Action group.

YEAR 6.

Growth - 150 in Children's Theatre.
Offstage now undertakes own fundraising.

YEAR 7.

2 groups now in Offstage which numbers 40.
All Action groups including Children's Thatre and Offstage contribute voluntary labour and major fundraising for upgrading of facilities.

Uxbridge and its action groups have a very dynamic relationship which is constantly changing and developing. Each action group is unique and has its own identity. These groups generate many of the decisions within the organisation. However, it is the role of the staff and the Management Committee to ensure that the needs of the wider community are also given due consideration.

As well as Uxbridge's action groups, there are other groups which either operate at Uxbridge as user groups or have developed a realtionship with the Centre. They too contribute in an active way to the good of the Centre and thus to the wider community. In return Uxbridge offers a range of support, services, publicity and access to facilities.

A good example of this is the Howick Floral Art Circle which provides flowers for all the Gallery events and in return has guaranteed access to the Gallery for their annual floral display.

We must also re-iterate the fact that the Centre is managed by the Society whose members are drawn from the community. This Management Committee has the responsibility for determining the need for and the employment of the staff, and ensuring the annual goals are set and implemented. It seeks and raises funds, purchases equipment, prepares plans for the redevelopment and upgrading and determines priorities for the expenditure of funds. It is an autonomous organisation whose only constraints are voluntarily imposed through the commitment to wide consultation (and of course the size and nature of the facilities and the limited funds!).

CONCLUSION:

During the past seven years Uxbridge has developed as a unique community facility offering a wide ranging programme to all age groups. A voluntary society has tranformed and aging church and associated run-down buildings into a well-equipped centre with a friendly and homely atmosphere. It currently employs ten permanent staff and up to 100 tutors, performers, artists and craftspeople each year.

During the first term this year 14,000 people used the Centre with 700 enrolled in classes covering courses in arts, crafts, general interest and living skills. A further 2500 visited the wide variety of concerts, performances and exhibitions in the Gallery. The creche caters for 100 children each week and has 200 families on the waiting list. The Children's Theatre and Offstage youth Theatre are creating difficulties through their increase in numbers.

A telephone survey of 500 people has been undertaken this year by third year Marketing students at Auckland University. This confirmed the strong identity has within the community and the high proportion of the community which has participated in Uxbridge activities. (75% were aware of Uxbridge, 40% of those aware had attended Uxbridge in the past).

The activities were given a high rating in terms of quality by those surveyed:

RATINGS OF ACTIVITIES

Scale: 1 = very poor 3==good 5==excellent.

Mean scores:

Classes	4.18
Exhibitions	4.70
Theatre	4.42
Concerts	4.30
Youth Activities	4.33

The survey identified Uxbridge's greatest assets as being the warm, friendly and supportive atmosphere.

The survey highlighted the need for provision of greater flexibility in the timetabling of classes with more options for adults in the evening. It is hoped these needs can be met on the completion of major up-grading this term which will provide a much needed extra classroom.

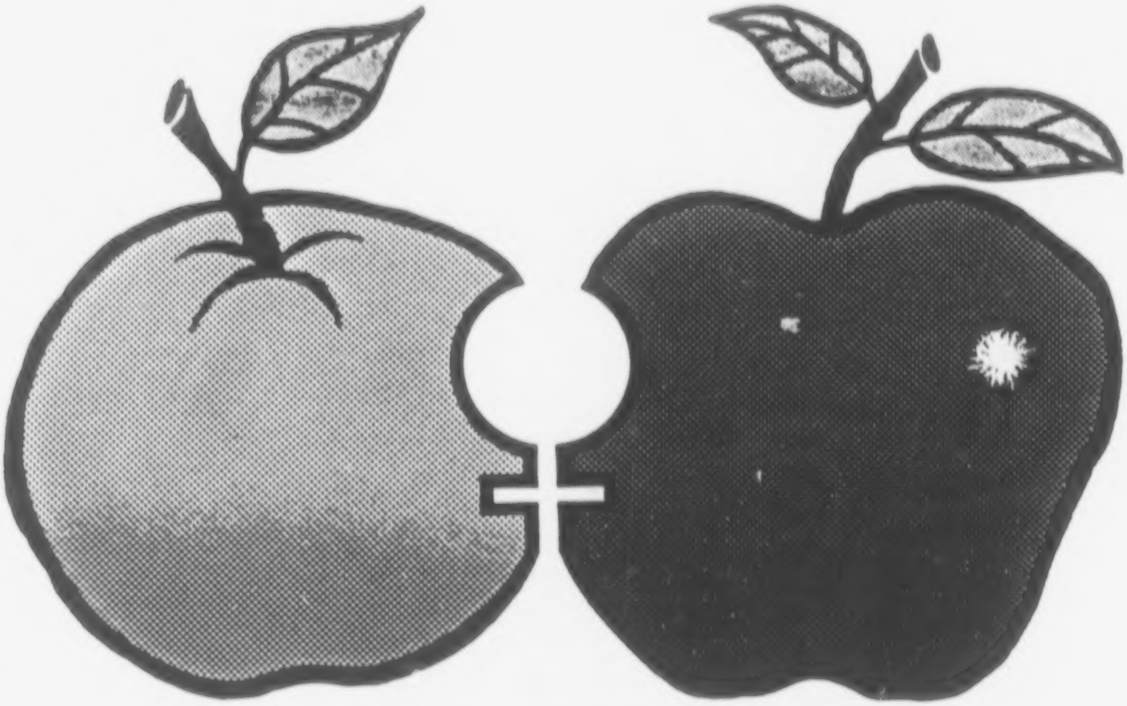
As we have outlined today, there are many aspects of the Uxbridge Centre which makes it unique. The strength and diversity of its partnerships have certainly contributed to its ability to serve the needs of its community.

-28/9/88

Introducing:

A Second Bite of the Apple

Short Course for Women Returning to Study



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- Information Brochure
- Draft of Introduction to Instructor Manual
  - — Themes
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A T.A.F.E. PROJECT

A SECOND BITE OF THE APPLE

A SHORT COURSE FOR WOMEN RETURNING TO STUDY

This course is for women who have been out of education for some time, who want assistance, information, and the confidence to make appropriate choices about returning to study.

The woman who does this course is most likely to be the one who either missed out on, or decided not to take up education opportunities earlier in life, who would now like to continue. She is probably uncertain about her own capabilities, where to start, and what it is that she really wants to do.

LENGTH OF COURSE

The course is approximately forty hours long and is divided into sixteen two and a half hour sessions. It can be modified according to the needs of the group participating in the program.

COURSE DESCRIPTION

Five themes are covered in the course: educational options, personal development, getting organised, social issues, and study skills.

Through discussion, written work, and research, the course aims to provide women with the tools to return to study with confidence and a sense of direction. It aims to: give women an understanding of what it is like being a mature-aged student; provide information about courses; examine the social factors which influence women's choices; develop confidence; and cover basic study skills.

FORMAT OF COURSE

The student centred learning approach involves information-sharing, discussion, practical research and experience, as well as keeping a written record of the learning. The course leader acts as a facilitator and is sensitive to the requirements of the group.

It should be conducted in a comfortable, informal setting where women feel free to talk, develop confidence and practise studying and information gathering and assimilating skills

The course is designed to be conducted either in a Community Based Learning Centre or a T.A.F.E. College.

WHO SHOULD TEACH THE COURSE

The course leader need not necessarily be an experienced teacher, but must have a good understanding of the social issues which affect women. She must be sensitive to women's needs and have the ability to lead a group through the maze of barriers, courses, skills required, problems, fears and issues inherent in deciding to return to study, as well as have the aptitude to teach basic communication, goal setting, and study skills.

LEVEL OF EDUCATION REQUIRED

The course caters for a wide range of participant abilities and educational levels. Participants may take up basic maths or English after the course or go directly to V.C.E. or a tertiary course. The level of entry assumes basic literacy skills.

RESOURCES REQUIRED

The majority of activities are self contained, and only need photocopying. General resources required are a blackboard, whiteboard or butchers paper, access to a video cassette recorder, current newspaper cuttings and course information. Other resources required need to be organised ahead such as guest speakers, visits to Institutions and handbooks for various courses.

Other useful resources are books on women returning to study.

Participants will need a folder and paper.

COST OF COURSE

There are administrative expenses in organising the sessions, such as photocopying, collecting the video, sending away for handbooks, or transporting the group to an educational institution. With a little planning these expenses should be minimal.

In accord with providing women access to further education it is recommended the cost to the participants be kept to a minimum.

The major costs of the course will be childcare and the facilitator's salary.

WHEN TO CONDUCT THE COURSE

It is suggested that the course be conducted in the early part of the year. This will give women the opportunity to attend pre-vocational courses in the second half of the year, as well as giving them ample time to apply for courses in the following year. Alternatively, it can act as a support group for women who have already returned to study, doing V.C.E. for example, and for whom many unexpected issues arise.

ORGANISING THE COURSE

For more details about the course, or to obtain the manual contact the Southern Westernport Regional T.A.F.E. Board, State Bank Building, 58-60 Young Street, Frankston, 3199. Telephone (03) 781.4822.

A SECOND BITE OF THE APPLE

SHORT COURSE FOR WOMEN RETURNING TO STUDY

INSTRUCTOR MANUAL

A course to assist women decide on their options for returning to study.

A joint initiate by the Southern Western Port Region Board of Technical and Further Education, Bayside Learning, Moorabbin. Moorabbin College of Technical and Further Education

Project Officers: Laurel Smith
Jeannie Rea

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1. INTRODUCTION

1.1 Context

This course is designed for the many women who missed educational opoportunities as young adults, who now, in later years wish to take up the challenge of further education.

Taking up the initiative to develop this course the T.A.F.E. system recognized that women's lifestyle and needs differed from young adults, and so developed a course to help women make their educational choices within the context of being a 'mature-aged' woman.

The course has five themes; educational options, personal development, getting organized, social isues, and skills. The themes were developed in response to the many women surveyed prior to writing this course, who indicated the aspects of re-entering education which they considered important. The student centred learning approach involves information-sharing, discussion, practical research and experience, as well as developing writing and studying skills.

The manual provides material for at least sixteen 2 and a half hour sessions, which can be extended or reduced according to group needs and time available. The course is designed to provide women with the opportunity to explore, learn, discuss and decide on their educational future, in a safe, supportive, non-competitive environment.

1.2 Aims of the Course

To provide women with information about the educational options available to them.

To help women decide what sort of course they would like to do and assist in defining their educational goals.

To give information about the personal and social issues which affect educational choices.

To provide women with information about basic rights they hold as students.

To provide a forum for women to discuss and explore the issues they face about returning to study.

To help women gain confidence in becoming students again and provide insight into what that is like.

To help women develop their research and study techniques.

To provide information about new technology, which may be used by students.

To facilitate women developing their written and oral skills.

To provide basic skills in organising time and priorities in relation to being a student.

2. COURSE PREPARATION

2.1 Organizational Information

i **Who should do the course?**

The course should be available to any adult women who is considering returning to study.

ii **Who should conduct the course?**

The course is designed to be conducted either in a Community Based Learning Centre of a T.A.F.E. College.

iii **Who should teach the course?**

The course leader need not necessarily be a qualified teacher, but must have a good understanding of the social issues which affect women. She must be sensitive to women's needs and have the ability to lead a group through the maze of barriers, courses, skills required, problems, fears and issues inherent in deciding to return to study, as well as have the aptitude to teach basic communication, goal setting, and study skills.

iv **Level of education required?**

The course caters for a wide range of participant abilities and educational levels. Participants may take up basic maths or English after the course or go directly to V.C.E. or a tertiary course. The level of entry assumes basic English literacy skills.

v **Resources required**

The majority of activities are self contained, and only need photocopying. General resources required are a blackboard, whiteboard or butchers paper, access to a video cassette recorder, current newspaper cuttings and course information. Other resources required need to be organised ahead such as guest speakers, visits to Institutions and handbooks for various courses.

Other useful resources are books on women returning to study.

Participants will need a folder.

Child care.

A full resource list is outlined later.

vi **Cost of course**

There are administrative expenses in organising the sessions, such as photocopying, collecting the video, sending away for handbooks, or transporting the group to an Educational Institution. With a little planning these expenses should be minimal.

In accord with providing women access to further education it is recommended the cost to the participants be kept to a minimum. The major cost of the course will be childcare and the facilitator's salary.

vii **When to conduct the course?**

It is suggested that the course be conducted in the early part of the year, over one or two terms. This will give women the opportunity to attend pre-vocational courses in the second half of the year, as well as giving them ample time to apply for courses in the following year. Alternatively, it can act as a support group for women who have already returned to study, doing V.C.E. for example, and for whom many unexpected issues arise.

viii **Length of course**

The course is approximately forty hours long and is divided into sixteen two and a half hour sessions. This can be reduced or extended according to circumstance. It is important to plan in a break time within the session to give particpants time to discuss issues which arise informally.

2.2 How To Use this Manual

The five themes used in this manual have topic headings listed under them which are cross referenced to the session in which they are conducted. This gives the facilitator the opportunity to re-arrange the sessions according to each group's circumstance.

There are suggested activities provided in each session under the theme heading. It is not essential to use the activity provided, you may have your own preferred activity. However, we strongly recommend that you cover the theme heading outlined, placing emphasis according to the needs of your particular group.

Activities to Organise in Advance

You will need to set a date for particular activities which involve the co-operation of other people. Sessions which have specific activities that need organising or booking ahead are detailed below. Otherwise, read each session for standard requirements to be organized before each class.

NOTE:

This lists only the session/which need special arrangements.

Session 2 Resource Books - Student Handbooks from local Educational Institutions and Community Providers. It is not essential that these be up to date. These can be obtained from either the Colleges direct: student resource centre/student services, or College Library may lend, or purchase from Administration. Other sources are local library, or Community Providers.

Session 3 Resource Books - Returning to Study or Studying Part-time Booklet available from V.C.A.B., 582 St. Kilda Road, Melbourne, 3004. Telephone 520 9555.

V.T.A.C. Guide to Courses in Colleges and Universities 1988, available from Victorian Tertiary Admissions Centre, 40 Park Street, South Melbourne, 3205. Telephone (03); 690 7977.

Session 4 Video - Women Returning to Study, can be borrowed from the Southern Westernport Regional T.A.F.E. Board, State Bank Building, 58 - 60 Young Street, Frankston, 3199. Contact Carol Kelly on telephone (03) 781 4822. Video is also available through Vocational Orientation Centre. You will need to specify the type of video machine you have so that the correct tape can be provided. If you do not have access to a video possible sources are your local T.A.F.E. College. Library, or Council, otherwise ask the Regional T.A.F.E. Board for assistance.

Guest Speakers - see Session 4 for details.

Session 6 This session could be conducted at a library.

Session 7 Workshop with Vocational Orientation Centre. They will come out to groups with enough notice, or you can arrange a workshop there. V.O.C. 131 LaTrobe Street, Melbourne, Telephone (03) 663 5800.

Alternatively this session can be arranged in conjunction with local T.A.F.E. College, C.E.S. or other educational institutions.

Session 8 A visit to an educational institution needs to be arranged. Contact the Student Services Department to organize visits to specific departments as required by your group.

Session 9 This session will need to be planned from group discussion of needs, at least two sessions prior to session 9.

Session 11 Optionally organize a workshop or invite a female guest speaker involved in a non-traditional occupation for the first part of the session. Alternatively invite a representative from a Government Department or Community organization to discuss Social Security and/or student benefits and allowances.

Session 12 Maths awareness needs to be pre-arranged early in the course.

Session 13 Scrap book. Throughout the course you and group should keep a folder or scrapbook of articles, newscuttings on issues of interest related to the themes of this course.

Session 14 Optional, a guest instructor in any one of Tai Chi, Yoga or aerobics will need to be pre-booked. Alternatively pre-plan a leisure walk.

3. THEMES

Educational Options

S2	Educational Courses - an overview.
S3	Course explanations.
S4	Experiences of past mature-aged students.
S4	Video - Becoming a Student Again.
S7	Career and course research.
S8	Visit to Educational Institution.
S11	Goal review and planning.

Personal Development

S2	Goal setting - lifeline interview.
S3	How you would like to spend your time.
S3	Creative Writing. A Personal Fantasy
S4	Experiences of past mature-aged students.
S6	Goal Planning - What's Really Stopping Me.
S10	Defining Assertiveness.
S10	Assertiveness Practise.
S10	Basic Assertive Rights.
S10	Changing the Environment.
S14	Stress Management, Stressors, Strategies.
S14	Relaxation Technique.
S14	Physical Exercise.
S14	Massage.
S15	Issue-group's choice.
S16	Summary.

Getting Organized

S1	Getting to know each other.
S1	Course outline.
S1	Defining expectations.
S1	Practical Matters.
S3	Time Management - How You Spend Your Time. - Sorting the Chores
S9	Regrouping assessing goals.
S10	Changing the Environment.
S11	Planning for being a student. Personal summary.
Optionals	Time/Task Management - A, B & C tasks.

Social Issues

S5	Women's Image.
S5	Profile of Australian Women.
S5	Social Influences on educational choices.
S5	Sociology of Australian Women.
S11	Planning for being a student - Issues which affect women as students, including childcare, finances and Austudy, Department of Social Security.
S10	Bill of Rights for Mature-aged Students.
S5	Division of Labour Brainstorm.
S5	Women and Work Quiz.
S16	The Break-up party!

Skills

S1 How People Learn
S2 Journal/Record Keeping
S3 Creative Writing
S4 Journal - this session and subsequent sessions.
S6 Notetaking.
S6 Summarizing.
S6 Using the Library.
S12 Maths Awareness.
S13 Study Methods.
S13 Practical Research.
S13 Essay Writing
S16 Oral Presentation

4. RESOURCES

4.1 Resources Required for this Course

The resources required are specified under each section heading. Note that Session 1 does require safetypins.

Throughout the sessions the following items will be required for a number of activities:

- Butchers' paper and felt pens
- Whiteboard or blackboard; whiteboard pens or chalk
- Participants personal journal.
- Handout Activity Sheets - originals may be photocopied from this manual.
- Scrapbook. You will need to collect newspaper cuttings and other articles which relate to the themes in this course as a resource for some of the sessions.
- Standard stationery requirements, blue-tac, pins, scrap paper, stapler etc.
- Video Recorder - Session 4
- Guest speakers/instructors as specified.
- College, University, School Handbooks.

4.2 Highly Recommended Resources

Szirom, Tricia & Dyson, Sue. Greater Expectations, A Source Book for Women's Groups. Y.W.C.A., 1984.

Kelly, Susan. The Prize and the Price. The changing world of women who return to study. Methuen, Haynes, Sydney, 1987.

Your preferred selection of Returning to Study Resource books and Womens Studies Books.

4.3 Resources Used to Develop this Manual

Gillespie, Christine. Life Skills for Women, Student Book and Teacher Book. T.A.F.E. Board, 1987.

Jakubowski, P. and Lange, A.J., The Assertive Option: Yours Rights and Responsibilities Research Press Company, Chicago, 1978.

Kolb, D.A., et al, Organisational Psychology - An Experiental Approach 2nd Ed. Prentice-Hull, New Jersey, 1974.

Szirom, Tricia & Dyson, Sue, Greater Expectations, A Source Book for Women's Groups, Y.W.C.A., 1984.

The Changing Role of Women, 21 Years of Accent, The Age Education Unit, 1987.

Edwards, Hazel. Women Returning to Study, Primary Education Publishing Pty. Ltd. 1975.

Frost, L., No Place for a Nervous Lady: Voices from the Australian Bush, McPhee Gribble, Fitzroy. 1984

Kelly, Susan, The Prize and the Price, The changing world of women who return to study. Methuen Haynes, Sydney 1987.

Becoming a Student Again Frankston College of TAFE, 1983. (30 minutes) (Available from the V.O.C. or Southern Westernport Regional T.A.F.E. Board)

Australian Bureau of Statistics Rialto Towers, Level 5, North Towers, 525 Collins Street, Melbourne. Phone (03) 615 7000.

Austudy, 17 Yarra Street, Hawthorn. Phone 810 0333 (Tertiary) or 819 1922 (Audlt Secondary)

Bayside Learning, Frankston and Moorabbin College of T.A.F.E.. Phone 781 2011 or 555 9752.

Careers Reference Centre, 368 Elizabeth Street, Melbourne 3000. Phone 617 7200.

Commonwealth Employment Service and Department of Social Security Look in the phone book under Commonwealth Government for your local office.

Community Based Providers/Neighbourhood Houses Contact Bayside Learning or Regional T.A.F.E. Board for your local centre.

Council of Adult Education, 256 Flinders Street, Melbourne. Phone 652 0611 or 652 0618. Liaison Unit - 652 0656.

Vocational Orientation Centre, 131 La Trobe Street, Melbourne 3000. Senior Information Officer: Geraldine Foley, Phone (03) 663 5800.

5. SESSION OUTLINES

Session 1

Getting Organised

Getting to know each other

Course Outline

Defining Expectations

Practical Matters

How People Learn

Session 2

Personal Development
- Goalsetting Lifeline Interview

Educational Options
- An overview

Skills - Journal/Recording Keeping

Session 3

Getting Organized
- Time Management; How you Spend your Time; Sorting the Chores

Educational Options
- Course Explanations

Personal Development/Skills
- Creative Writing; A Personal Fantasy

Session 4

Educational Options
- Experiences of past mature-aged students
- Discussion
- Video; Becoming a Student Again

Skills
- Journal

Session 5

Social Issues
- Profile of Australian Women
- Sociology of Australian Women
- Women and Work Quiz
- Division of Labour Brainstorm
- Women's Image
- Social Influences on Women's Educational Choices

Session 6

Personal Development
- Goal Planning - What's Really Stopping Me

Skills
- Notetaking and Summarizing
- Using the Library
- Writing Exercise

Session 7

Educational Options
- Careers and Course Research

Session 8

Educational Options
- Visit to an Educational Institution

Session 9

Personal Development
- Regrouping; Mid-point of course - assessment or optional activity.

Session 10

Personal Development
- Definitions of Assertiveness
- Assertiveness Practise
- Changing the Environment
- Basic Assertive Rights
- Bill of Rights for Mature-aged Students

Session 11

Educational Options
- Non-traditional Options
- Planning for Being a Student, Discussion & Personal Summary

Social Issues
- Department Social Security
- Austudy
- Childcare
- Finance

Session 12

Skills
- Maths Awareness

Session 13

Skills
- Study Methods
- Practical Research
- Essay Writing

Session 14

Personal Development
- Stress Management
  - Relaxation Technique
  - Stressors & Strategies
  - Physical Exercise
  - Massage
  - Becoming creative, becoming positive

Session 15

Group's Choice

Session 16

Summary and oral presentation

Finalizing Group

Break-up Party

Optional Activities

CREATIVE

LEARNING

by Laura Brearley

To sing and dance and express ourselves freely without fear or inhibition is one of life's greatest delights. It loosens our bodies, deepens our breathing and gets our hearts pumping. It unlocks a vibrant part of our beings.

Integrated into a learning context, it increases enjoyment and concentration and unifies a group in a shared experience that is memorable and creative.

To reach the point where we, as teachers, can introduce music and movement into a learning situation, we need to feel comfortable with our own capacity to create. Many people, teachers and students alike, have a deep sense of fear or inadequacy about their creative self-expression. Some people may be locked into painful old memories of primary school days when they were not picked for the choir. Others may have been brought up in an atmosphere of criticism or ridicule and have felt the need to hide their inner spark. Still others may have just dried up through lack of practise. Singing is not an integral part of our worklife as it once was and it has become very performance oriented over the last forty years.

It seems to me that our attitude to our creativity is a real key to our attitude to ourselves and our sense of worth. If we can cross the bridge into the world of creative expression, we can find ourselves in a new world with fresh ways of learning and a deeper understanding and acceptance of self.

I feel that it is vital that as teachers, we appreciate that the learning process is an on-going adventure that does not finish with the completion of our formal qualifications. The more comfortable we are with ourselves and with our own self-expression, the more permission we give to our students to open out and blossom in a context that is safe and supportive and fun.

Whether we are working with children or adults, E.S.L. students or cancer patients, the elderly or disabled, we can start to perceive that each of us has our own special quality of expression.

Our choice of material and methodology will, of course, vary from group to group but the range of practical applications is enormous.

We can use songs to study language content with E.S.L. students. We can practise pronunciation, stress and intonation or use the content for comprehension, by clozing the text or with question and answer techniques. We can give three lines of a song and have the students anticipate or make up a fourth line.

We can use the deaf-signing language as a bridge into the world of communicative movement and kinesthetically experience how words can be made into shapes that flow into each other. We can see how other forms of movement express tone and sound in different ways - Eurythmy, Oki Yoga and Dalcroze techniques for example.

From there we can see how feelings can be made into shapes that flow. We can use scarves, balloons, feathers, material and music to provide a structure and ease us into the world of creative movement. We can encourage the tightened limbs of the disabled to stretch and extend. We can explore dancing with our hands and our faces with the physically frail or paralyzed.

We can build confidence in literacy students by inviting them to bring songs into class, and use the songs as a basis for skills practise, as a key into their world, and as a recognition of the value of their contribution.

We can use circle dances and traditional songs from around the world as a focus for cross-cultural exchange and celebration. With groups of disparate ages we can promote cross-generational exchange through songs and dance and shared experience.

With prisoners, we can use singing to find their language and discover our commonalities. We can work on dissolving the feelings of difference and separateness through singing and deaf-signing songs together and hearing the songs that they write themselves. We have an opportunity to let the process reflect the content of our work and to demonstrate that by co-operating and tuning into each other, we can create harmonies.

In the area of psych rehabilitation, we can use communal singing to ease people out of limiting self-concepts.

"I can't do it. I'm a terrible singer ....."

can become

"Well, if my voice can sound that good, maybe
I am worth listening to".

The way in which we pace and order these activities, so that one leads comfortably and meaningfully into the next, is as important as the choice of the material itself. We need to begin gently, and slowly build up the sense of trust and safety and permission.

As we develop and extend as teachers, we can begin to experience ourselves and others as powerful, confident and expressive beings. We create our own learning path as we go.

LAURA BREARLEY
Melbourne, 1988

PHILOSOPHICAL IMPLICATIONS IN PROGRAM COSTING
FOR
COMMUNITY CENTRES.

JENNI EVANS. CO-ORDINATOR BELGRAVE SOUTH, AND BERWICK YWCAs

Are you a $2 centre or a $60 centre, or don't you really know ? In many community organisations, program costing is one of those things "we really ought to know more about but haven't got round to yet". So long as people keep coming to our programs, or we get a bit of grant money here and there, the bank balance stays sort of in the black and we can survive a bit longer. We work long hours every time a submission is due in for funding, and pluck some figures out of somewhere to fill in the financial bits. We know that the chances of getting the whole lot are often slim, so maybe it doesn't matter if the figures are a bit vague anyway. We tend to adopt the attitude that every little bit helps.

I would like to argue that this is somewhat of a "Claytons" philosophy.

Whilst I would agree wholeheartedly that every little bit helps, unless this is carried through into program costing, and other income generating areas, many hours of laborious submission writing, cake stalls and trading tables are wasted.

So how should Community Groups go about developing their own philosophy ?

Most groups have some sort of statement of purpose, aims or goals. This is a good starting point. Normally this does not specifically include any mention of the basis on which charges should be set or how income is to generated or spent.

The following questions will therefore need to be addressed.

Who is our target group ?

Sometimes this is simply answered with only one group in mind, eg. youth, unemployed people, disadvantaged people etc. Often in community centres there are a number of different groups we are targetting our work at. Often they have different abilities to pay for the services offered.

Who are we attracting ?

Is our program actually attracting the people for whom it was intended? Suppose we believe that there is a need in our area for a course in basic cookery for those on low incomes. If our aims are about meeting local needs we will feel justified in offering this course at a minimal charge. Maybe it will return just enough to cover the instructor's fees or maybe not quite. But that's alright because aerobics is making a profit (well I think it is)and we are doing what we are here for. Or are we? If we are actually attracting our target group, that's great, but if in fact it's the middle class group who would quite happily be able to pay twice the fee is that still O.K?

Will we set our charges according to ability to pay?
Means test our clients? Heresy!! Yet how many programs have a little bit at the bottom which says "Discount for pensioners" or "Assistance available with fees"?This is not meant to imply that we should charge fat fees for all our programs in the hope that those who can't afford them will ask for a reduction. It may be possible however to use different names for courses to attract different groups, and charge different prices for them. For example, a course entitled "Cook well on a low budget" might be $3 a session, whilst "Hors d'oevres and entrees" might still find takers at $10 a session. The course content may be different or it might be identical. Is this an acceptable way of meeting needs at your centre?

Why are people coming along?
Some people will attend community centres because they want to learn a skill. Their fruit trees are all straggly and horrible looking and you have a course on pruning. Others come along because they are lonely. They might enrol for pottery, because this is a non-threatening way of meeting other people. Some people have a commitment to community service, they might enrol in a class or come along to the drop-in group in the hope of discovering some way of helping. Poor people in our communities have needs, so do rich people. We need to discover ways of working with all of them in a way which addresses their needs, andenables our centre to survive financially.

What about our image ?
If we run 'Up market' type activities like 'Cordon Bleu cooking' or 'Opera appreciation Group', and charge 'Up market' prices for them, will we scare off all the poorer people we want to help? On the other hand, if our programs are all aimed at the other end of the market, will we be seen as an 'El Cheapo', second rate organisation not really worth bothering with?

Is it alright to make a profit?
Each organisation needs to decide when profits are acceptable. If we see ourselves as modern day Robin Hoods, we will take the attitude that reasonable profit in one area is an acceptable way of subsidising new work or necessary but unprofitable work.

Is it alright to make a loss ?
Not very many groups can afford to make an overall loss on more than an occasional basis. If though, we have a balance of profitable and non-profitable activities our philosophy may justify running some activities at a loss.

How do we work out what to charge ?

There are a number of ways we can approach this question.
The most common is the simple "seat of the pants" method..$4 sounds about right.Other factors we might consider include, what do other centres charge for a course like this ?, how much do we have to get to make a profit ?, how much can the customers afford ?, we can't charge any more or they won't come, we can't charge any less or they won't think it's a worthwhile course, if we charge more they'll think we're ripping them off, we need to charge the same rate for all our courses.
All these concerns are valid and need to be addressed, but what does it really cost to run this program ?
Costing programs accurately does not over-ride our freedom to make decisions on the basis of the answers to any of the above questions. It will however enhance the decision making process so that we are in a position to make a better decision, fully aware of its implications.
Much of the published advice on program costing takes a fairly simple approach.It suggests that you list such items as

- -Instructor's fee
- -Rent (How do you work that out?)
- -Gas or Electricity (ditto)
- -Phone and postage
- -Materials

Then you simply add them together and divide by the expected number of participants. Sounds pretty fair but the results can be quite misleading.

So what's the alternative ?

The most important piece of information is

"What does it cost to run the centre ?"

That is, what are the overhead expenses that do not relate to specific program activities ?
Unless your centre has a policy of only charging direct program costs to its users and finding administration funding from elsewhere, these costs will need to be shared between the various programs.
To work out the overhead expenses, you will need either your last statement of income and expenditure, or a current budget. Your answers wil relate to the same period as the information you have used in your calculations. That is, if you used the statement for the last six months you will end up with the overhead expenses for the past semester, or if you use your budget you are estimating the current overheads. Either can be quite useful if you make appropriate allowances for variations in circumstances either currently or in the coming period.
The method involves listing all the expenses that cannot be directly attributed to a specifc program. This will include such items as Co-ordination and Administrative salaries plus on-costs, building rental, insurance, office supplies etc.Although such expenses as publicity, printing, heating, phone and postage are substantially effected by program activity, it is often simpler to include them all in the overhead expenses.
You will need to decide whether childcare is included as an overhead expense, or is charged separately.

The sum of all these figures is the total operating cost.

If your centre receives any grants, donations or other income which is used to offset the administration expenses, this should be deducted from the total operating cost, to give the subsidised operating cost. This is the amount that will have to be raised to keep your centre's doors open.

There are several ways this can be done.

Your philosophy will determine which ones are acceptable and/or preferable.

You can hold fundraising functions to make up the shortfall. This may mean that the wider community is sharing the costs, rather than the users.

You can write some more submissions, or better ones!

Maybe the Government or a benefactor will pick up the tab.

You can hope that lots of people enrol in everything so that you will come out ahead. A risky approach.

Or, you can share the expenses between the various programs you run.

Again we must look to our philosophy for guidance. Will each group take an equal proportion or is it acceptable to load some activities more heavily than others ?

The simplest way is to allocate the expenses toeach program hour equally.

The next step is then to work out how many program hours we have. This means counting up all our activities for the same time frame as our financial information. If we then divide the subsidised operating cost by the total no. of program hours, we will discover what our overheads are for each hour of program we offer.

Now, when we attemp to cost individual programs we have a useful figure to include to cover 'administration expenses'. We may have decided that equally attributing this cost is not really an equitable way of doing things, however, if we know what the real costs are, we are in a much better position to make a sensible decision. We will know that if we are lightening the load on one group, then onother group will need to bear their share. A wealthier group, or the volunteers fundraising again ?

(The procedures involved in this method are set out in detail in the book "What will I charge?" which is one in a series called "Cooking the Books for Community Groups" to be published shortly by the YWCA)

Suppose we have carefully worked out our overheads and included them in the program costing, and allowed for the 63% of the grant we got for that group as well,we have now worked out how much we should charge the six participants we expect to attend.

But....

There are still all those other philosophical question that have to be considered before we can actually set the price.

Do we need to run this group at a profit ?

Can the customers afford it ?

Will they come ?

Is it too low ?

What are other centres charging ?

How does it compare with the other activities on our program ?

This can often be the most difficult one of all to decide. If actual costs vary between activities which appear to be similar, what message does the price have for potential participants. If we have a grant to run one group, a volunteer tutor in another and someone who would like to be paid for her leadership in the third, should we price them all at about the same level or at what they cost us to run ?

If one is offered at a lower price than the others, perhaps people will assume that it's not as good. If one is higher than the others maybe they'll think it's a rip-off. Then there's our volunteer tutor who looks at the price and thinks, "But I wanted to share my skill with others in a way which wouldn't cost them a lot of money " or "well, if they going to make that much profit out of my efforts then maybe I should ask for something for my time afterall ".

As usual communication is essential. Showing the full price and noting that because it is subsidised by a grant, it can be offered at a cheaper rate, or explaining your costing procedures and philosophy to the tutors before setting the price may be all that is required.

In practice we know that program costing is a fine balance between good management and good luck. Having a good product and good publicity helps too.

Even after all our hard work and deep thought though, it's not finished yet. What will we do if we worked out the price based on a minimum enrolment of six and only five turn up ? Do we run it any way and hope that at least we will cover the direct expenses, do we cancel it or do we adjust the price based on the actual number of enrolments ?

These are all valid options and may be appropriate at different times. At least we have some realistic information on which to base our final decision. We set the price, give the instructor the go ahead, set out the chairs, the people arrive.

Unfortunately two of them are pensioners and want a discount and one rings up to say that her child has a runny nose so she can't come.

We need a clear understanding of the philosophy on which our centre operates. This will enable us to justify the decisions we are constantly having to make. We need good financial information in order to make well informed decisions. We also need to remember that reality is not always quite as our philosophy envisages it.

IMPROVING PARTICIPATION RATES OF DISADVANTAGED YOUNG PEOPLE IN EDUCATION

Introduction

As a researcher at the Brotherhood of St Laurence I would like to present to you a perspective on education that is derived from the poverty research that I have been engaged in over the past two and a half years. This research exposes the life situation of families living on incomes close to the poverty line - incomes that are either a social security pension/benefit or a low wage. In researching the circumstances of families in poverty, the particular experience of children attending schools has also come to light. As social researchers rather than educational researchers we have been in a good position to understand the full range of influences on a child in a poor family. This understanding leads us to some suggestions about the way that children from low income families can have greater success in the education system. The facts are that at the present time it is these children who form the majority of early school leavers and are the ones that fill the ranks of the young unemployed.

Firstly I am going to talk about families in poverty - why they are in poverty and what it means to live in poverty.

Secondly I will extend this discussion to the particular experience of children from those families within the school system.

Thirdly I want to go on to look at the outcome of premature school leaving = youth unemployment. This discussion will draw from a very recent Brotherhood study of unemployed 16 and 17 year olds. I'd like to finish then with some suggestions as to how the school retention rates of disadvantaged children could be improved.

SECTION I CHILD AND FAMILY POVERTY

As the 1980s have progressed there has been a significant shift in the main social policy concerns. In particular we have noticed the gradual recession of unemployment as a national issue and a heightened emphasis on child poverty in social policy analysis and initiatives.
In the last ten to fifteen years there has also been a change in those groups in poverty - while older and single people were the groups in poverty in the early 70s there has been a steady increase in the number of families in poverty since then. Poverty amongst old people at the same time has gradually declined. This is because of the high rate of home ownership amongst this group and adequate indexed pensions.

The reasons for the increase in family poverty are complex. Perhaps the single most important reason has been the increase in unemployment since the mid 70s. The unemployment rate over the past few years has hovered around 8 per cent but reached levels as high as 12 per cent in 1982. At the present time it is declining slightly but of great concern is the duration of unemployment. The most recent estimates are that the median duration of unemployment for an adult looking for full-time work is 23 weeks and the average duration of unemployment is 57 weeks (June 1988). Extensive periods of unemployment most certainly will lead a family into poverty in the long run. Unemployment benefit payments are only set at levels suitable for very short periods of unemployment.

The second reason for the increase in the number of families in poverty has been the increase in the divorce rate. Sole parent families were 14.4 per cent of all Australian families in 1985 as compared with 9.2 per cent in 1974 (Raymond 1987). The cost of child care and the limited opportunities for women lacking skills and work experience are powerful barriers to employment. Most women are financially better off by remaining on a pension even though it is barely above the poverty line.

The third reason is a gradual decline in the real value of wages. While the current labour government has successfully negotiated wage restraint with unions, many lower skilled and status jobs are paying extremely low wages. For instance, the award wage for many low-skilled jobs is around $270 or $280 gross per week for process workers, drivers, storemen. It is not hard to see the difficulties that many families would face trying to survive on these wages. The introduction of Family Allowance Supplement for households with children with a gross income of less than $300 per week will help somewhat to bring families over the poverty line. It is the mainstay of the initiatives introduced by the Federal government to reduce child poverty.

Whether or not it will actually succeed in reducing child poverty depends largely on what action is taken in housing policy. The dramatic increases in the costs of housing is the fourth reason for the increase in family poverty in recent years. At the present time it is likely to become an even greater cause of family poverty as property values skyrocket and interest rates remain at high levels. Public housing waiting lists mean that a family could be waiting 1-2 years to obtain a high-rise flat in an inner city suburb such as Collingwood or Kensington and 4 or 5 years to obtain a house in a suburb such as Maidstone or Coburg. Many welfare agencies have noticed a dramatic increase in the number of homeless families calling on their services in the past 12 months or so.

From July 1985 to June 1986 the Brotherhood undertook an intensive 12 month study of families that were dependent on either a low wage or social security income. While the sample was not randomised, we think it was representative and provided valuable insight into the day to day realities of living on a low income. The strength of the study was in the fact that we visited the families every month for 12 months and obtained information from them on a wide range of issues that touched their lives. The quality of the information we obtained was very much contingent on the close relationship that developed between the interviewer and the respondent who was in most cases a woman, in charge of household management. This in fact was my first job at the Brotherhood: to interview 6 of the families for the last 6 months of the study.

Perhaps the most important findings of the study related to the way low-income families spent and organised their finances. Contrary to the notion that circulates amongst higher income earners that low income families can't manage their money, we found that most respondents were meticulous accountants and managers, scrupulously paying rent and bills first, spending what was left over on food, and on their children's needs. As it was the mother who was generally the respondent in the family and also the household accountant, we found predictably enough that her needs were the last to be met and often not met at all. While it is difficult to collate 50 unique stories of living on a low income and draw up a picture that is representative of all their lives, certain themes stand out, providing valuable insights into what it means to live in poverty in the 1980s.

These themes are reflected in the life of one particular family that I visited over 6 months. They were buying a house with Ministry of Housing assistance in a town just outside the metropolitan fringe. The family, the Fletchers (a pseudonym) consisted of a husband and wife and 4 school-age children. Their sole source of income was from an Invalid Pension as the respondent's husband could no longer work due to a degenerative back injury. This man was in his fifties and had been an unskilled labourer throughout his working life. There was a large question mark over whether or not had he been in better health, he could have found work anyway. His wife commented to me once

> 'If he was educated to a reasonable standard, he could be working now. It seems a lot of adults now on welfare are left behind in terms of education and technology'.

Carol, the study's respondent, was the consummate household manager. On a weekly income of $213 topped up by a Family Allowance of $17 a fortnight per child or $133 per month, Carol made certain that her family had wholesome, nutritious meals and adequate clothing. Nevertheless there were enormous strains on her, her husband and children. While the house had 3 bedrooms it was clear that there was not enough living space for such a large family. 3 boys had to share one bedroom. While the girl had a room to herself, this room was also used for storage, sewing and other activities. It was a small house perhaps more suitable for a family of 2 adults and 2 children. Carol noted from time to time the difficulty the children had in finding space for their activities and a quiet place for doing homework. Inadequacy of accommodation was a common experience of many families in the Study.

Living in a small country town meant that the family had to run a car. (It is worthwhile to note that only 44 per cent of the families in our study owned a car compared to 86 per cent for the general population). It was those families, like the Fletchers, in more outlying areas in the study who ran cars. This imposed a large financial burden in terms of insurance, repairs and petrol costs. Like all the families with cars the Fletchers minimised its use - using it only for essential school and shopping journeys. Outings in the car were virtually non-existent. When I first visited the Fletchers at the end of school holidays in January 1986, Carol reported that the family's only outside activity had been a day at the beach. The children had only ever been to the beach once or twice in their lives. This was typical of most if not all the families - their limited finances meant that they had little scope for widening their horizons - they all led fairly narrow, home-based lives. For many families this also created a lot of stress and anxiety.

The Fletcher family also had some serious health problems. The respondent's husband had a degenerative back problem that had been brought on by doing heavy labouring work all of his life. On my last visit to the family in June 1986 Carol was very worried about his condition as it was getting progressively worse.

The youngest boy had nephritis, a serious kidney condition, which had seen him hospitalised on a number of occasions. This condition imposed heavy financial burdens and emotional strains on this family. It also meant that the child had missed out on much of his primary schooling. At the end of the study Carol was hopeful that the child's health would improve following an operation. Impressionistic evidence from our study indicated a disproportionately high rate of serious health problems such as these.

The Fletcher's circumstances were by no means the most dire of the families that we studied. Indeed in some ways they were better off than most. They were in their own pleasant if rather small house, in a pleasant locality, with manageable repayments. They were able to heat the house cheaply in winter by way of local, cheap timber. Generally they were well organised and thanks to Carol's skills able to get by on a very low income. The children were disciplined, intelligent and were doing well at school. Nevertheless as Carol often said it was a day to day struggle to make ends meet. She dared not look into the future and was particularly concerned about her children's future as this comment revealed:

> "My son would like to go to university to do engineering design. He has the ability but if he can't go because we are on welfare I think it is very unfair".

In the Fletcher's story I have attempted to convey to you what it means to live in a low income household. Maybe some of you have lived on a low income at one time or another or perhaps you have a sister or a friend in similar circumstances. I would suggest that circumstances such as the Fletcher's are a common experience for many Australian children - indeed the 850,000 that are currently living in families dependent on a social security income and a great many others (we don't know how many) living in families dependent on a low wage. But now I'd like to look more specifically at the children's experience of going to school.

SECTION II DISADVANTAGED CHILDREN AT SCHOOL

As we have seen being a member of a low income family places considerable strain on all members of that family. For parents it is the constant struggle of having to make ends meet on inadequate finances.

For children possibly the major source of stress is experienced in a social context - the most important of these for a child of course is school. It is at school that children from low-income families become conscious of being different from other children. They perceive that their families' lifestyle is different from those of other children - that their family doesn't have a car, that they don't go to the beach in summer, wear the same sort of clothing as other children, that their father is unemployed or that mother is a sole parent reliant on a Social Security income. Of course there are some schools which have a very large percentage of children from low-income families. In these schools perhaps socioeconomic differences are not so pronounced. However even children in these schools will be aware as they grow older of the gap between cultural norms and their own families' standard of living.

Certainly most of the children in the families in the Income and Expenditure Study understood that they were at the bottom of the socioeconomic ladder. The sort of comments made by respondents indicated this

> I'll get daughter a school dress for school. Kids made her upset last year - told her she wore the same clothes all the time: or
>
> The other children are always saying that we're poor. I suppose it does affect my kids because they feel inferior: or
>
> I am shy because of my clothes. I look like an orphan.

There were many stories passed to us in the 12 months of the study which give us clues as to how children from poor families fared in schools.

One boy was constantly harassed by school authorities and other children for not having a school blazer. There was the case of another boy who was threatened with exclusion from an elective because his parents had not paid the fees. Two older children from a single parent family could not keep up with their class work because they did not have the books and stationery they needed.

Lack of adequate or proper school clothing was a common experience for children in the study. Most of the children also missed out on developmental experiences such as camps and excursions. The maximum that most families could pay for these was about $5. There were wide variations in the requests made by schools for financial contributions from parents. Some families were faced with substantial levies and book fees which they had difficulty in paying. This could also place strains on children if they were excluded from certain classes and activities.

It is not difficult to infer from this material that the children from low-income families have a particular experience of the education system which differs substantially from the experience of children from more affluent families. It is hardly surprising that poor children often drop out of school at the earliest possible opportunity. An ongoing longitudinal study run by Trevor Williams at ACER over recent years has shown fairly conclusively that the chances for a child from a low-income family of completing secondary school are substantially lower than for children from high income families - indeed children from the top 25% income group complete secondary school at twice the rate of children from the bottom 25% of income groups (Williams 1987).

The stark inequalities of educational outcomes for rich and poor families is widely recognised and subject to a plethora of government policies and programs at state and federal levels, such as the Disadvantaged Schools Program and state education allowances. However despite these programs the education system fails to retain many young people from disadvantaged families. The ultimate consequences of this is that this group is unable to take is place in the higher education system and move into the higher occupational echelons.

The more immediate consequence of leaving school prematurely for many young people is unemployment. The implications of being an unemployed young person were recently documented by the Brotherhood of St Laurence in a study undertaken to monitor the effects of the abolition of unemployment benefit for 16 and 17 year olds.

SECTION III THE YOUNG UNEMPLOYED

The survey of unemployed 16 and 17 year olds consisted of a sample of over 200 using youth, housing and welfare services in all parts of Australia and a smaller sample of 33 using the Dandenong CES.

This survey produced startling evidence of endemic poverty amongst this group. Since the abolition of the $50 per week unemployment benefit for 16 and 17 year olds in 1987, the only income support that these young people can readily obtain is a $25 per week Job Search Allowance. In addition they might obtain a $25 per week supplement on the basis of a stringent and complicated parental income test. Even more difficult to obtain is the Young Homeless Allowance, assistance of $25 per week on top of $50 per week Job Search Allowance or Austudy for young people who can prove that they cannot return to the parental home. This in turn must be corroborated by the parents, in order for the young person to be eligible for this allowance. Understandably only a relatively few young people in Australia received it - less than 4000 according to current Social Security figures.

As would be expected most of the young people in our study came from lower socioeconomic family backgrounds. Many lived with or came from families that were dependent on a social security income. The occupations that working parents were in were generally in the lower paid and status occupations.

The young people in the study still living with parents reported to us the stress that they were under in terms of being unemployed and without meaningful activity and also in terms of being dependent on scant family resources and having little or nothing to contribute. They were urgently in need of employment and were actively engaged in job search.

The other group of young people in the study were no longer living at home and were dependent on community services for survival. This group was effectively homeless. They cited family conflict as the main reason for leaving home.

We can infer from this information, the difficulties that these young people would have had at school while living in families with limited financial resources and subsequently prone to stress and conflict. Indeed, most of the respondents said they had left school by Year 10, and a small but significant group of 20 had left school as early as Year 7 or 8. It was a matter of great concern also that another small group had been expelled from school before the minimum school leaving age and that the education system had done so little to retain these children in some sort of alternative program.

Since leaving school, most of them had had short-term unskilled jobs which were often exploitative and poorly paid. This was their start in the labour market - periods of unemployment punctuated by short-term unsatisfactory jobs (Tretheway and Burston 1988).

We do not know what their subsequent labour market experience would be like however the findings of the Brotherhood study meshed with the findings of other large scale research studies. For example, the Australian Longitudinal Survey which included a sample of 3,000 young C.E.S. registrants showed that young unemployed people were more likely to come from lower income family backgrounds such as single parent families or large families. (Muir 1986, p19).

Again the Social Welfare Research Centre in a study of 1981 census data also found a correlation between low family income and unemployment amongst young people, as illustrated by this example:

> 'Youth in single parent families had almost twice the unemployment rate of youth living with both parents. Youth with the same level of family income, however had similar unemployment rates whether they lived with single mothers or both parents. This implies that the associated economic disadvantages of single parenthood which disadvantaged the youth in the labour market rather than the qualities of single parenthood per se' (Bradbury, Garde and Vipond 1985 p35).

These studies of youth unemployment testify to the importance of retaining disadvantaged children within the education system in terms of improving their employment chances. At the same time we recognise that staying on at school is not the solution for all young people. Apprenticeships, traineeships and work itself will be the preferred option of many. However there is an unequivocal case that more can be done to retain young people from low-income family backgrounds in education. For, as we have seen, by leaving school before the completion of Year 12 condemns many to unemployment, exploitative jobs and a high probability of a life-time of limited labour market opportunities.

SECTION IV KEEPING DISADVANTAGED STUDENTS IN EDUCATION

What can be done to keep young people from low-income families at school? Although it has all been said before, it is nevertheless worthwhile to reiterate the principles that would be required in a strategy for improving retention rates. The 3 elements of the strategy would include the policies of schools themselves, adequate education allowances for children from low-income families and adequate education funding.

a) School policy

First of all, what takes place in the school itself, clearly conditions the experience of disadvantaged children. School authorities and teachers can actively promote an environment which makes this experience a positive one for children. Many of those children in the Brotherhood's Income and Expenditure Study were adversely effected by the insensitivity of the school system and its employees to disadvantages stemming from those children's socioeconomic background. The school itself can play an active part in promoting sensitive and positive attitudes to low-income families.

Second, the curriculum and teaching methods can be geared to the needs of disadvantaged children. A fundamental principle in this is simply ensuring that vulnerable children are not undermined by continuous failure.

Third, schools need to more explicitly acknowledge the welfare component in their roles and that the child's welfare profoundly impacts on educational attainment. Much can be done at the school level to improve the experience of disadvantaged children. However it requires determination and commitment on the part of the school itself without which any initiatives will fail.

b) Education allowances

The second part of a strategy to improve retention rates of disadvantaged students is by ensuring the disadvantages related to family income are minimised. This is a responsibility for state governments and possibly federal government. It means that family incomes are supplemented by a small component tagged to add on education expenses such as uniforms, camps and excursions, bus fares, books and stationery.

In Victoria, the Education Maintenance Allowance fulfills this role. It is an allowance of $127 for primary school children and $254 for secondary students (Years 7-10).

However the Brotherhood has noted that the provisions of most other states are not so generous. For instance in Queensland there is really no assistance for disadvantaged children. At the present time we are engaged in lobbying state governments to improve the adequacy of allowances and to obtain greater parity across the states.

For the families in the Income and Expenditure Study Education Maintenance Allowance was very important in providing school children with the most basic requirements for participating in education. An education allowance that goes to the families is a clear statement from the government of the importance it attaches to the child's education (Sheen 1988).

c) Education funding

Finally, educational disadvantage will only be overcome if the public school system is given the resources it requires to provide a high quality free education. Adequate funding for low teacher student ratios, appropriate accommodation and modern education technologies are vital to ensure that children from low-income families receive an education equal to that delivered through the private school system. A good public education system also should ensure that schools have a broad social mix so that lower income families benefit from the resources that better off families can bring to those schools. Adequate funding for public education is the clearest statement that governments both Federal and State, can make that they place a high premium on the sound education of all Australian children.

The education system and related interest groups such as parent organisations, teacher unions and pupil welfare officers can play an important role in persuading governments to improve education allowances and overall funding. Such improvements are increasingly seen by the Brotherhood as necessary to the task of reducing the levels of inequality in this country at the present time.

Conclusion

To conclude then, giving young people from low-income families a good chance for success in education is essential to some important tasks for this society of the present time. These are:

- ensuring that all its young people can go into secure well paying forms of employment at the end of their education;
- eliminating the cycle of poverty from generation to generation - wherein children from low-income families are more likely to become disadvantaged adults;
- reducing the overall levels of social inequality and finally;
- maximising the skills potential of the Australian population, so that in the final analysis the whole society is a richer one.

Veronica Sheen
Brotherhood of St Laurence

12 September 1988

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"HOW TO SUCCEED.........."

The title of this paper is loosely based on Shepherd Morse's Broadway Play "How to Succeed in Business Without Really Trying". What actually happened to our hero Finch was the antithesis. He began as a window cleaner and by plotting, planning, conniving and manipulating he became chairman of the board.

Each step he took was carefully planned and thought out before he took it. And so it is with health education programs. Nothing is left to chance. There is a very sound reason behind each step, each one is based on the principle of offering information, choices and resources so that the clients if they choose to do so, make an informed choice, whether it be on methods of contraception or what they choose to drink.

But before we go on, what is health education?

The World Health Organisation in 1969 said: "The focus of health education is on people and action". Labonte's model from the Toronto Department of Public Health's Administration Manual, best illustrates this. The W.H.O.'s general aims for health education are to:

1. "persuade people to adopt and sustain healthful life practices.

2. use judiciously and wisely the health services available to them.

3. take their own decisions both individually and collectively to improve their health status."

(Sutherland, 1979, p.1)

In an article published in the British Medical Journal in 1980 - Draper, Griffiths et al, state that there are at least 3 types of health education. First, is education about the body and how to look after it. Second, is gaining the knowledge about health services and how to use them. Third, concerns national, regional and local policies together with the legislation and the direct and indirect affects they have on their health. Too often these laws and decisions are devised and implemented without taking account of their consequences for personal health and the society in which people live:

Let me give you an example: take cycling -

Type 1 health education would deal with helping the individual to cycle safely, ranging from using clear hand signals to wearing easily visible clothing and the use of crash helmets.

From the perspective of promoting health (rather than preventing ill health), type 1 health education would deal with issues such as the proper use of the muscles and correct posture in cycling together with physical fitness and its associated sense of well being.

Type 2 would be about what to do in an accident and the methods by which older cyclists should seek a periodic medical examination to check their eyesight as well as their cardiovascular systems.

Type 3 health education would be concerned with public understanding on how to create a safe and healthy environment for cycling, how to approach the local council for the construction of bicycle tracks - the need to mark out some of the road for them to be used as a bicycle lane when there is no land available to create a separate bike track.

Other factors such as the need for bicycle education, issuing of bike "licences" to children who may then ride their bikes to school and the need for inspection of bikes for roadworthiness can also be related to Type 3 form of health education and include the use of services and agencies which would not normally be expected to be related to preventative health care.

You can see, therefore, that to restrict the idea of health education to direct care of the body alone may be considered as inadequate, irresponsible and shallow. For our responsibility is not discharged merely by inculcating safer cycling habits - when they are riding on potentially lethal roads and have insufficient knowledge of road laws.

The concept of type 3 health education is highly relevant to a wide range of policies (as exemplified in the example of cycling) in which health issues are currently given scant regard. For instance, in the case of agricultural and food policies and promotions (eg. "Feed the Man Meat"), health educators could help people gain greater insight into their choices about what they consume.

Agricultural, food and alcohol policies are part of a much broader issue that should be of concern to health educators - the extent to which we live in a society that too often damages rather than promotes health.

Many contemporary health problems result from what may reasonably be characterised as devotion to a religion - seeking the almighty dollar - of "wealth versus health".

Suffice to say that health education should contribute to having a healthy person in a healthy environment rather than a society which worships Mammon, at its own expense.

The change in emphasis in relation to both alcohol and smoking consumption is gradually changing. The imbiding of alcoholic spirits (what other sorts are there?) demonstrated in TV advertisements is seen as glamorous, exotic and leading to success. Only occasionally is there pressure exerted to withdraw a product such as recently happened with the marketing of the 5% alcohol 'Kicks' series of drinks which appeared to be geared toward the adolescent market. It seems a pity that such pressure to lower the inducement to consume alcohol is not applied more often.

The fact is that the Government is seen to be too dependent on tax revenues from alcohol to take effective action against increased alcohol consumption. With the continual cry against further tax hikes the Government continues to be dependent on excise duty and taxes on both alcohol and tobacco products despite legislation against these products.

A thinking person must also consider such issues as how far alcohol acts as a tranquillizer in an overpressured society and in turn consider other means available in reducing damaging stress: Another important factor is the use of alcohol as "one of the few pleasures in life" - "a complement to a good meal". The overwhelming attitude that there is something wrong with you if you do not drink continues to be very apparent in our society.

How goods are produced, as well as what is produced are also important issues. Many jobs damage health either directly (through exposure to chemicals and excessive noise) or indirectly (through destructive stress and boredom). Furthermore, it is not commonly recognised that the experience of being out of work involuntarily may contribute to illness and death.

The negative effects on personal and family life of long distance commuting on overcrowded, inadequate roads or by using the unreliable, unpunctual public transport system are hardly ever connected to family breakdown, "Clayton's Sickies" and business that is done in the pub before getting into cars and driving home for two hours after a 10 hour day are part of this pattern. Are such issues the business of the health educator?

Clearly, for individual health educators to stimulate and encourage change in the complex patterns of commerce and the law, is extremely difficult.

National associations of health professionals and other groups could however have an important influence, eg. the Nursing Mothers' Association had a profound influence on breast feeding statistics. The reports of the Royal College of Physicians on smoking and the British Medical Association's report on alcohol dependence are two such examples. Professional associations could do much more to act as lobby groups at a Type 3 education level.

Finally, we must mention a complementary version of formal Health Education which is particularly suited to local problems. Hubley, in 1979, called it "The community development approach" to health education. It has been found to have a greater impact than Type 1 and 2 health education processes.

The essence of this approach is that health educators enter into a dialogue with the community encouraging its members to articulate their needs - giving them their own priorities - be it adequate car parking, safety in lifts, sufficient illumination in stairwells, etc. By conveying skills and information and by helping to facilitate the changes, the people themselves desire, health and related social problems are then able to be resolved.

Whilst visiting Melbourne in 1983 from Toronto, Labonte said that unless these basic needs of day to day living are addressed, you can talk until you are blue in the face but

NO ONE WILL LISTEN

This is the basis upon which we have run a number of successful programs. The students themselves were asked what they wanted and what format they thought was most appropriate.

The first program run on the Frankston Campus was a visit by the Mobile Blood Bank Unit.

The second was a "Think before you Drink" program. Nancy Cole will be telling you shortly about the steps that helped to make such a program successful.

In summary, the format of this process is as follows:

1. Identify the need

   Who identified it? The Students? Which Students? The Staff? The Health Service Staff?

   Q. What role should the student body have in the program planning and running?

2. Planning the Program depends on:

   - Physical Resources (eg videos)
   - Human Resources

- Educative Issues and Aims
- Hooks - ("gimmicks") eg. food, drink
- Advertising
- Venue choice, (preferably student area)
- Financial Basis, eg. Student Union, Outside Sponsoring, etc.

3. Implementation

- Preparing
- Conducting the program
- Cleaning Up

4. Evaluation

The important part of any program is the evaluation.

- Did it work?
- Was it fun?
- How many people came? How many filled in questionnaires?
- Their reaction to the subject matter?
- Other things, such as observed change of behaviour and of attitude.
- Whether the changes were long or short term.

But we must keep uppermost in our minds that whilst evaluation in health education is important, it can detract from the message that is being transmitted.

Increased "success" may come from improving the effectiveness of the means of communication but it may also mean changing the content and the focus of health education.

At a time when health professionals are under great pressure and not infrequently designated as "unproductive workers" careful thought needs to be given by all those concerned as to the most cost effective means of organising health education.

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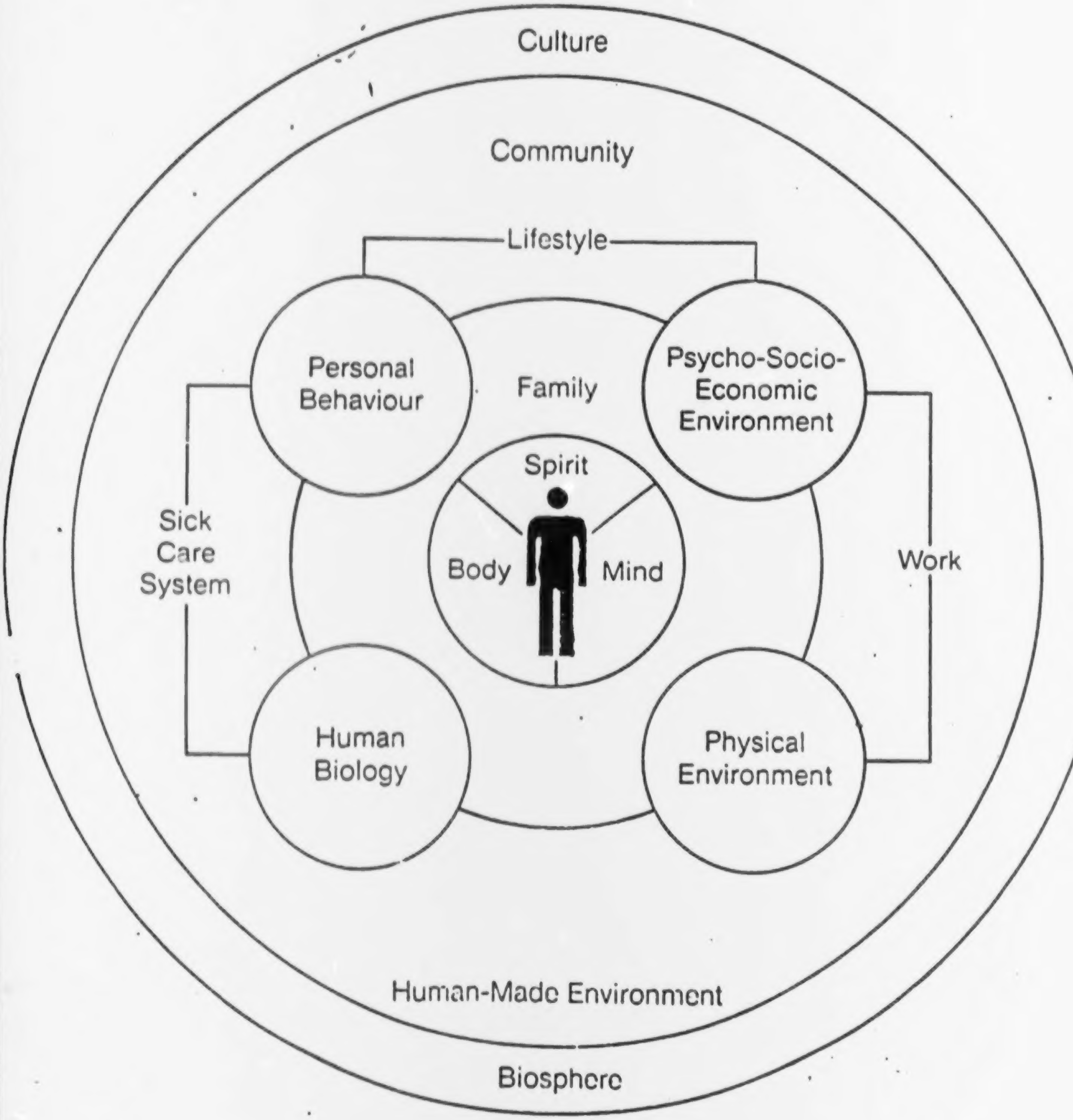
WHAT IS HEALTH EDUCATION?

THE FOCUS OF HEALTH EDUCATION IS ON PEOPLE AND ACTION

GENERAL AIMS:

1. TO PERSUADE PEOPLE TO ADOPT AND SUSTAIN HEALTHFUL LIFE PRACTICES.
2. TO USE JUDICIOUSLY AND WISELY THE HEALTH SERVICES AVAILABLE TO THEM.
3. TO TAKE THEIR OWN DECISIONS BOTH INDIVIDUALLY AND COLLECTIVELY TO IMPROVE THEIR HEALTH STATUS.

(WORLD HEALTH ORGANISATION, 1969)


Culture
Community
Lifestyle
Personal Behaviour
Family
Psycho-Socio-Economic Environment
Spirit
Body
Mind
Sick Care System
Work
Human Biology
Physical Environment
Human-Made Environment
Biosphere

THE MANDALA OF HEALTH

A Model of the Human Ecosystem

From Department of Public Health
Ronald Labonte Administration Manual Toronto 1983

2

HEALTH EDUCATION

TYPE 1

CARE OF THE BODY

HOW TO TAKE CARE OF ONESELF

TYPE 2

HEALTH SERVICES

RESOURCES

HOW TO USE THEM

WHERE TO FIND THEM

TYPE 3

EDUCATION ON

LOCAL

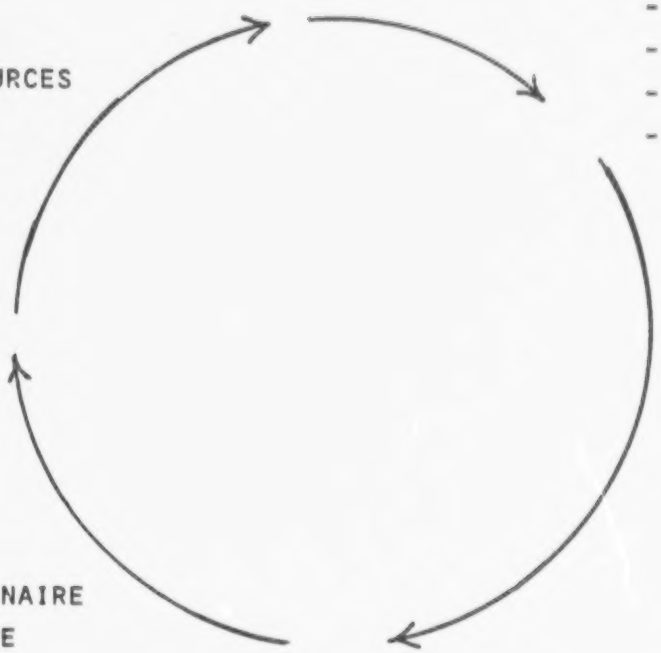
STATE

NATIONAL

POLICIES

LEGISLATION

COMMUNITY DEVELOPMENT APPROACH



1. COMMUNITY TO IDENTIFY THE NEED

- DIALOGUE
- PRIORITIES

2. PLAN THE PROGRESS

- RESOURCES
- VENUE
- PUBLICISE
- FINANCIAL

3. IMPLEMENT THE PLAN

WITH COMMUNITY ASSISTANCE

- PREPARING
- CONDUCTING THE PROGRAM
- CLEANING UP

4. EVALUATE

- QUESTIONNAIRE
- PUBLICISE
- REPORT

5. REPLAN

WITH RESOURCES
AVAILABLE

THE VICTORIAN SCHOOL OF LANGUAGES

AND ETHNIC COMMUNITIES 1935- 1988

In order to understand what the Victorian School of Languages means to ethnic communities, it is necessary to have some understanding of the migrant experience.

When they come to this country, migrants bring with them more than their luggage. They bring their language, the traditions of their family and social group, their habits and customs, their sets of learnings and assumptions, their value systems. All of these things are as much a part of them as our own culture is of us; like us, most migrants probably do not give it much thought. It just is.

To migrate, however, is to leave the source of the culture behind, to transplant oneself into a unfamiliar word which no matter how "assimilated" one becomes, will always retain a degree of strangeness. In these circumstances very often, two things happen to migrant parents. Firstly, they become intensely aware and proud of the richness and value of their own language and culture, and anxious lest this birthright, previously taken for granted, should be lost to their children. Secondly, they may experience a degree of alarm in seeing their children absorbing the strangeness of the new land, taking it unto themselves, opening up a distance, which can become a gulf, between parents and child.

Because Anglo-Celtic Australians of which I am one generally do not migrate, it is hard for us to understand the migrant experience, even though we might think we do, and, of course, there is a great deal more to be said about it than the time or scope of this paper permits. An interesting perspective is provided by the writer Gillian Bourras, an Australian ex-teacher married to a Greek and at present bringing up her family in Greece. In her latest book, "A Foreign Wife", Ms Bourras writes of how it feels to be a foreign mother, in her case, an Anglo-Celtic Australian mother living in a Greek Community. She describes how her Australian born children are uncomfortable about being with her in the streets of the village, they are mortified when their friends hear her speaking English, and look to their Greek grandmother as an authority on day to day matters rather than to their "ignorant" mother. In Australia it had been the childrens' father who was socially unacceptable. Now it is her turn!

I have dwelt upon all of this at some length because, without some understanding of these issues, the deeply felt need of migrant parents to educate their children in the ways of the homeland will remain incomprehensible and meaningless.

Proof that this need exists may be found in the fact that, in Victoria, there are over 300 ethnic schools, operating mainly on a private fee paying basis on Saturdays or in the evenings. The V.S.L. is similar to these schools in that it too provides, culturally and linguistically for the children of migrants and in that classes are held outside of normal school times. It is different, however, in a number of important respects.

Firstly the V.S.L. is a Victorian Government School. As such, it is a statement by the Victorian Community that the languages and cultures of migrants are valued by the whole society, that the society itself recognises the rights of migrants to provide their children with this kind of education and that the country as a whole will be the wealthier for it.

Secondly, whereas an ethnic school caters for only its own ethnic group, the V.S.L. caters for over 30 languages. Thus students, parents and teachers of a particular ethnic background may and do, work together in the interests of their own children, but they are also given the opportunity to meet and work together with people of often quite diverse cultures. Thus, the school affords a very practical lesson in multi-culturalism not just in the sense of looking after one particular ethnic group, but in the best and most real sense of many groups working co-operatively towards a common purpose.

So what is the V.S.L.? Who attends it? Who is it staffed by? What were its origins? How does it operate?

The V.S.L. is multi campus Government school. Its major aim is to provide an education in their native language and culture for the children of migrants. It is also open to those non-migrants who wish to learn a language for individual reasons, but strong preference if given to migrant children. The school has operated for many years, holding classes mainly on Saturday mornings, growing, like Topsy, somewhat haphazardly at times.

This year, as the result of a Ministerial Report and recommendations, the school has been awarded full school status under the government of an elected School Council of teachers, parents and students. The first permanent Principal, Mr Joe Abuiso, who had been Acting Principal for some years, was appointed in June this year.

Classes are held each Saturday in Centres in Victoria, in the Metropolitan area and in some country towns - Geelong, Horsham, Bendigo and Ballarat. Each Centre has a Host school, usually a State High School, which it occupies on Saturdays. In all some 30 languages are taught, although, of course, different Centres often different languages. The number of students in each Centre varies from about 200 to over 800. The total enrolment across Victoria is in excess of 10,000 and increasing, making it by far the largest school, in terms of numbers, in the state. Senior teachers of the Ministry of Education of Key Centres, while smaller Centers are usually run by experienced teachers seconded from the Day School. Every Centre over 300 has its own administrative staff, consisting of an Assistant Supervisor, and Audio Visual technician a librarian and a typist. Language instructors, who teach for 3 hours, are employed on a sessional basis, the vast majority being native speakers with individual language and teaching qualifications. The aim of the school, to ensure that all instructors are fully qualified to Ministry Registration standard is now well on the way to being met, especially among the more well established groups of settlers like Greeks and Italians.

More that 75% of V.S.L. enrolment today is in 7 languages - Modern Greek, Croatian, Turkish, Chinese, Spanish, Polish and Italian. As one would expect, enrolments reflect the residential concentration of different groups in different areas with a consequent variation in languages taught at different Centres. There is a huge demand for Chinese, for example in the outer Eastern and South Eastern suburbs of Melbourne.

For most students, their V.S.L. studies are a direct result of their parents wishes to preserve the dearly held language and traditions of the homeland. Additional reasons and motivations for language study have, as one might have expected developed. In a survey taken in 1986 students listed such pragmatic reasons as possible foreign travel the gaining of a qualification and better job opportunities. The same study showed an intersting preference on the part of the majority of students for studing a language outside of normal school time. From my own observations, I would suggest that this is because many students actually enjoy coming to school on Saturdays, meeting their friends and working with teachers from their own communities who share the values, beliefs and language of home.

The history of the V.S.L. is an intersting one. In 1935, the MInister for Public Instruction gave permission for a special experiment at the State's newest Secondary School - Macrobertson Girls High School. The experiment was to provide intruction for students who wished to study Japanese on a Saturday morning. Apparently, interest in Japanese was strong in Melbourne at this period. The instructor in Japanese at Melbourne University a Mr M. Inogorki was very active in promoting the language. Classes were opened at sub-Intermediate (Year 9) to leaving (Year 11) standard. A Miss Irene Ryan and Miss Amelia Pittman were the first two Japanese teachers.

By May 1935, the Education Department received a request to offer Italian on Saturday mornings. The Secretary of the Department wrote to the principals of nine metropolitan schools seeking their views and also information as to the number of pupils and teachers interested. By Term 2, 1935, these classes in Italian were started and two extra classes were established for teachers. By 1937, both Japanese and Italian were accepted as new subjects at the Intermediate (Year 10) and leaving (Year 11) Public Examinations.

With the onset of the Second World War, Japan and Italy being of course on the other side, there was strong pressure to close the classes. Amazingly, the Chief Inspector resisted these pressures and the classes continued. In 1942, however, there was a major disruption. Macrobertson Girls High School was vacated and became the Headquarters of the American Army. The Saturday morning classes in Japanese and Italian were shifted to University High School and continued, uninterrpted from there.

With the election of the first John Cain Labor government, in 1946, permission was given by the new Minister for Education, Mr Frank Fisher, for Russian and Chinese to be introduced. Thus between 1948 and 1958, five languages were taught.

In 1960, through the Teachers' Tribunal, the Education Department recommended that a teacher in Charge be appointed a Administrator of the University High School Centre. This was no sinecure for, as well as his administrative duties, the person had to teach as well!

In 1961, the debate on the teaching of Asian languages was in full swing. Certain academic and commercial interests were urging the Department to commence training teachers in a number of languages, especially Asian ones, so that such languages could be included in the average school curriculum. The Minister pointed out that six languages were already included in the special Saturday morning classes and that the study of European languages, overwhelmingly French and German, would continue in our schools "because our culture is of European origin and because the pupil strengthens his command of English through his study of related languages".

It was at about this time that the school began to expand in a quite unexpected and largely unstructured way. New groups of migrants saw the Saturday classes a a way of providing instruction in their native language for their children. It was they who took the initiative and the Department which provided the accommodation and paid the instructors. New languages were introduced at a quickening pace: Latvian, Modern Greek, Polish, Turkish, Hungarian, Czech. In 1973, classes became available to students from Year 7. By 1981 there were twelve Centres in the metropolitan area and in Geelong.

In 1966, a part time Administrator of the classes, Mr Bernie Rymer, had been appointed. In 1975, the first full time Headmaster, Mr Stefan Kasarik was appointed. He faced the enormous task of co-ordinating the mushrooming Centres. During his administration, the numbers of students grew to almost 5,000, the number of instructors to 260, and the number of languages to 26. Mr Kasarik, in 1976 was given a clerical assistant for 15 hours per week!

The middle seventies saw changes in the size of the language groupings. Italian gave way to Modern Greek as the largest ethnic group. Many ex-students of Italian went on to study Italian at University and later to teach Italian the regular Curriculum of Secondary Schools. The same thing later happened with Greek, now it is the Asian languages which seem to be growing most strongly.

When Mr Joe Abuiso took over as Headmaster in 1982, he found himself at the head of a still largely unstructured organization. He set to work to establish the school as a school in its own right, with a School Council, permanent Career teachers as staff and adequate facilities for administration and intruction. At the same time Mr Abiuso has worked untiringly with many different ethnic groups - no small task, when one considers the inevitable conflicts, not only between communities, but also within them. It has been a long battle, and is far from over, but it is now a fair thing to say that the V.S.L. is today an efficiently and professionally administered organization enjoying the status and funding of a normal school within the Education Ministry.

I would like to conclude my part of this presentation, with a few remarks and observations of how a V.S.L. Centre, my own Centre at Chadstone actually operates on a Saturday morning.

The day starts at 8 am with routine administration tasks like the organization of rolls, bulletins, chalk and dusters and other tools of trade. The Librarian and Audio Visual Assistant set up equipment and supply instructors with books.

We teach five Community languages at Chadstone to about 300 students - Greek, Polish, Spanish, Croatian and Pushto, which is an Afgan language. Children are aged from six to eighteen and there are a number of mature age students. Thirty students will be presenting for the V.C.E examinsations in Modern Greek and Croatian at the end of the year.

The students are in class from 9 am - 11 am. and from 11.20 am - 12.20 am. During this time, apart from attending to the paper work, giving out late Passes and attending to the unexpected crises which unfailingly occur my Assistant and I spend time talking with parents and representatives of the various communities. Our Polish parents, many of whom have quite recently left Poland for political reasons take a particularly strong interest in the language and cultural educations of their children. They also form a strong social group and many of them like to spend time at the school on Saturdays helping in the library or assisting instructos with routine tasks.

We see fewer Greek and Croatian parents although their interest in their childrens' maintenance of their language and culture is never in doubt, as is evidenced by their strong support of such activities as parent-teacher days and the multi-cultural festivals held at the school. It is my impression that, because of their long association with "The Saturday School" - many Greek parents attended Saturday classes themselves - they are more relaxed and confident about the school than the more newly arrived groups.

The students themselves give every indication that they enjoy their Saturday morning classes. The classroom atmosphere is very much a family one. All instructors are, of course, native speakers and classes are all conducted in the language vernacular.

There is a distict feeling, as one walks into, e.g. a Modern Greek classroom that these children, particularly the teenagers are proud to be here, proud to be speaking Greek, proud of being Greek.

In the school ground it is evident that, especially for the older children, "Saturday School" is a major social event. Older students, on the whole seem to mix within their own ethnic groups, but this is because most of them know each other already through family or Church connections. The younger children are more likely to share in each others games.

Staff meetings are held at recess and after school. These are mainly about administrative matters and are, of course a multi-cultural event in themselves! Other staff meetings are in smaller, language groups and mainly concerned with Curriculum.

All in all, the story of the V.S.L. is a big success story. On a comparatively tiny budget, it has enabled thousands of students to learn about their language and culture. In doing so it has also brought many groups together and increased enormously the understanding and awareness of all fortunate enough to count themselves among ghe members of the very multi-cultural V.S.L. school community.

Now that we are a school, however, we do not intend to just "sit back and let it all happen". Mr Abiuso, having achieved his earlier aims is now formulating some very exciting ideas for the future. He would now like to tell you about them.

G.A. Abuiso
Principal V.S.L.

Elizabeth Kleinhenz
Senior Teacher
Supervisor Chadstone Centr
V.S.L.

Acknowledgement:
Mr Frank Merlino
Senior Teacher
Supervisor Princes' Hill V.S.L.
for historical information re V.S.L.

PARTNERSHIPS IN EDUCATION

DOING IT WITH TEACHERS AND NATIONAL MUTUAL STOPPING CHILD ABUSE AND DOMESTIC VIOLENCE

Margo Guest

The problem of community violence has been approached by the teaching of a community education program called Protective Behaviours.

This program seeks to strengthen potential victims by increasing their self-esteem and acquainting them with a variety of behaviours which are options usable in a possible or actual abusive situation.

Protective Behaviours is appropriate to all lifestyles and is as powerful for adults as it is for children.

The partnership in which I was involved was a four-part one:

1. The Victoria Police - local community policing squad personnel.
2. The National Mutual Life Assurance - producers of the teaching materials you have.
3. The School of Education, Chisholm Institute of Technology, which gave me time and facilities to do the training.
4. The Ministry of Education which supported the program in the local region.

Stages of the implementation of Protective Behaviours:

1. Planning - Local Victoria Police Personnel
   - Lecturer from School of Education, Chisholm.
2. Communication to every school in local police district - on police notepaper, in Chisholm envelope - requesting release of staff member(s) for one-day training.
3. First training day
   (a) press conference and publicity by Police Commissioner's Press Office;
   (b) sixty eight percent (68%) of schools sent one or more representatives - 142 people.
4. Communication with all schools in district who did not have a representative present requesting an attendant at the second training day.
5. Second training day seventy-six percent of schools in this police district now have at least one trained teacher on staff.
6. Teaching of Protective Behaviours in some classrooms begins and the need for teaching materials expressed. First of many child abuse reports made to the police where Protective Behaviours is named by children.
7. Materials available from National Mutual found to be effective in classrooms.

Results of the Teaching and Learning of Protective Behaviours.

1. Adults being trained are asked to indicate if they have ever been 'distressed by unwanted sexual touching'. The percentage figure has never been below 39% or above 72%. The average figure is 52%.

   The same groups claim a 29% incidence of physical abuse, defined for them as intentional physical activity which left observable tissue damage such as bruising, broken bones, burns, welts or bleeding.

   Alarming also are the statistics on family violence. To register as an incidence of family violence, participants needed to have witnessed by sight or hearing family violence where tissue damage is known to have occurred. This percentage is 51.

2. Protective Behaviours seeks to stop and prevent crimes such as those referred to above. Obviously such measurement is difficult as 'pretend' crimes cannot be staged to evaluate behaviour change (if any). It has proved unnecessary to arrange pretend crimes as society has provided real ones in sorry abundance.

   Young adults were asked after five weeks of Protective Behaviours training

   > 'Have you used Protective Behaviours to keep yourself safe or to help another person?
   >
   > Ninety percent wrote YES.

   At Primary School level evaluations of the program consistently reveal that 42-50% of children have used program-based strategies to keep themselves safe. Teachers report enormous student loyalty to the program and teachers have been able to use aspects of the program to keep themselves safe. Children are not the only oppressed people in schools.

   At Post-Primary School level, teachers report a drop in violent behaviour in their students. My evaluation showed that 40-50% of students used the program-based strategies.

3. As a Tertiary Educator I have brought this program to schools and institutions interstate and in U.S.A. The response from participants has been uniformly positive. Men, women, urban, rural, conservative, radical, rich, poor, tertiary educated, self educated, employers, employees, powerful and powerless, have all, when informed, have encouraged, supported and not hindered the movement of Protective Behaviours into the community.

4. My personal view is that feeling safe is of critical importance to any individual. Personal security, both physical and emotional, is the still point from which one may move the world.

   At all levels over 90% of respondents have reported that they felt more safe since doing Protective Behaviours.

All those children, adolescents and adults would surely thank the police who brought the program to Australia, National Mutual Life Assurance company which designed, produced and distributes (free of charge) the teaching materials to support teaching activities.

The School of Education at Chisholm Institute which provided me with the venue, time, secretarial support and encouragement to teach and do the research necessary to support the program, and the Ministry of Educations Regional Office which financially supported the curriculum initiatives and encouraged the work of its teachers and all schools, government and non-government, which involved their students.

Of particular importance to me have been the Victorian Teachers' Union, whose legal advice has been first rate, the School of Education secretary, Helen Skinner, and my friends who formed my personal network and proved themselves to be wise and kind.

I commend this program and this strategy to you and would be happy to give further advice should you write to me at Chisholm.

Margo Guest,
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REPORT FROM DISCUSSION GROUPS ON MONDAY 26TH SEPTEMBER 1988.

THEME: "PARTNERSHIPS: WHAT AND HOW?

Groups were asked to discuss the above theme and consider the following questions.

What sorts of partnerships are happening today?

Which are successful and which are not?

How might we futher develop those that are successful?

How might we overcome the difficulties in those partnerships that are not successful?

Identify some possible future partnerships and perhaps develop strategies for their creation.

Recommendation to the Tuesday Plenary Session were invited.

Group 1

Reaction to speakers - concern that partnerships were not based on equality, promoted "class" attitudes

Felt partnerships must be based on mutual respect, not be patronising

OK for both parties to gain from partnership, but one shouldn't compromise the other by "strings attached' to assistance offered

An example was given of Tokorua where reliance on local Forestry company support is vital - community wouldn't exist without it but the company is genuinely interested in the community and it works well

Want equality of outcomes as well as input

Empowering process vital - people have to realise they are not powerless

It should be written into policy that you enter into a partnership on equal footing on a particular issue. This doesn't necessarily bind you to the partnership indefinitely on any number of issues

Both parties must have a say in the process of the partnership. Mutual benefit is the important element

We can all get together for local partnerships which are the most effective, autonomous and not reliant on the whim of the government/faction, or economics

Power of networking is invaluable in developing partnerships

Differences between public/non-government/private sector: who are they each accountable to, what are the real differences?

Looked at problems faced by small developing nations accepting aid (partnership?) from developed countries eg Australia/USA

Synergy shows that partnerships work 1+1=3

Group 2

What and How Partnerships?

Main Points: who are the stakeholders in education?
stakeholders should be partners
partnerships should be in some kind of equilibrium
identify power relationships

Major Stakeholders "Educators"

1 teachers
2 students
3 parents
4 industry
5 employers - multi national corporations
6 government
7 employers
8 unions
9 churches
10 cultural groups

education is a community issue

education versus training

RECOMMENDATION recognition of learning process

Group 3

Partnerships need to: be win/win situations
empower the participants
always embrace the notion of social justice

Therefore: they should not be tied to finance ie if they pay then they are partners.

Partnerships are often a practical way of making things happen

Major issue: involving the poor/disadvantaged in partnerships.

There needs to be a "partnership" approved between government departments/ funding sources - so that service providers can apply to various sources to fund community education programmes - ie "de-compartmentalise" and recognise the overlap between departments in the provision of services

NB: Partnerships between Government Departments mean close attention to
-accountability
-costing

Document effective partnerships

Some effective partnerships.

1 Nunawading Neighbourhood Centre involves Local/State & Federal Government plus churches/ local businesses

2 Zambia: consultation with the community to identify the needs
Based on "extended family"
Local community elects leaders, manages projects, provides trainers and resources that are supplemented by limited Government resources and funds
Projects are relevant to the life style of the community.

3 Deinstitutionalisation: eg intellectually disabled. The government may be ready but is the community ready to accept its role?

4 Frail aged/disabled: to enable them to stay in their own homes. Lack of funds meant selling the ideas to service groups to gain support.

5 Adult Literacy Centre: joint community/TAFE
Community based and managed
Community management committee receives Federal funds
TAFE provides personnel, resources to support programmes
All programmes are joint TAFE/community ventures

Group 4.

Why build partnerships?

- starts as a resource for problem solving but becomes more than that
- by resources we are talking about more than dollars ie there is a requirement that TAFE training be vocational and this requires access to equipment etc.
- we are all talking about different partnerships, given our different contacts
- we need to agree also on the purposes of education - more than to produce people for the labour market- it is also a basic right. Vocational training isn't the only instance of the importance of involving industry
- in NZ partnership extends to building relations between black and white and their culture and the original inhabitants and their culture
- it is important to establish partnerships based on culturally appropriate relationships There must be a sense of ownership
- there is an difference between the perception of schooling held by local factories and that held by the business council
- some huge corporations provide their own training - this has been set up by work with unions, management
- PNG has 20 provincial governments and there are problems in their relationships . The Federal Government has resposibility for determining curriculum and evaluation but do not control funding. Federal Government will match Provincial government funding so rich Provinces get more Federal funding. Primary schools are often church

run and resist moves by Federal Government to influence their schools. Torres Strait schools have problems maintaining elements of their culture in their schooling

- Western Samoa has similar challenges; graduates find that they prefer to work overseas because of the mismatch between the curriculum and demands of the labour market
  Because the Government has no money, schools depend more on resources and support from local people who similarly contribute to decision making - they already have school-community partnerships that we would envy.

Group 5

Partnerships identified.
Informal networks powerful - more directly address needs- formal funding.

eg adult education - unemployed groups - University of 3rd Age - schools - TAFE - community health centres (support groups)

Links to institution through funding, never enough not always . Institutions have control over giving funding though not over what is done - learn how to put what you are doing into their terms.
'At Risk Kids' - programmes suddenly axed at whim of governments - worse than not having them.

Examples of partnerships-

1. State vs Catholic Education in Qld - because of personalities this works well and now has established a precedence - Rockhampton

2. Mergers of tertiary institutions - is merging-funding?
   eg. Townsville, Queensland - yet to be seen if successful. Some positive feelings. Differences between amalgamation or partnerships- not necessarily quality .

3. N.Z. teachers colleges/universities to get increased partnerships-dialogue. Pacific Island Affairs/ Continuing Ed/ State Services - fast track training senior management.

Difficulties:

1 Control by one group rather than all parties reaching concensus - control in the most economically viable at the time, not the social. Overcome by education of finance controllers. Should be clear to the funding bodies - education is what is needed. They believe education is an outcome not a process. Should be government guidelines for servicing viable communities not always right for areas, with particular needs.

Future: media students project video for distance education

Difficulties in Partnerships

1 Access - structures can alienate - eg university courses
- (a) Self esteem course
- (b) needs to be marketed so that potential students can relate - no fences
- (c) should ask the community what they want, involve the community, take classes in comunity sometimes
- (d) staff also need to be educated in "bridging" approaching people - argue to bosses that time in networking in the community has value. (people to pressure university for what they want)

Example of successful networking/partnership

Pre-school to year 10 teachers in Rockhampton interchange levels of teaching for some days a term in initial stages, then we hope for a term at a time - breaking down barriers between the groups within schools'levels' using peer support etc. (N.S.W. - with students - universities) Swapping of staff groups getting a whole picture - easier more effective done at an individual level. More effective than formal .

Group 6

A. (i) Not to view education as a commodity, but to see it as the heritage of every Australian to recieve a good education

(ii) develop a Federal conception of education

B (i) Provide time release for members of the public service and industry to participate in community education activities including education.

(ii) Provide more cadetships and scholarships

(iii) Train parents to take an active and equal role in school councils

(iv) More industrial release at the secondary and tertiary levels

F (i) EQUAL PARTNERSHIP

(ii) Partnerships developed between universities anbd institutes of higher education in both Australian and the Pacific Region

(iii) More understanding and sharing of skills and culture between Australia and the Pacific region

(iv) More two-way student and teacher exchanges at both the secondary and tertiary levels

(v) Improve conditions of immigration to make it easier for students in the Pacific region to study in Australia

Group 7

What is the basis of Partnership?

Concern expressed about influence being related to capacity to contribute financially. It was seen that citizens have a right to have a say in public institutions, and that some models of partnerships described, focus on the already educated and privileged. Strategies for involving the alienated/disadvantaged need to be further examined.

"Concensus" democratic model in the US not as well-developed in our society - needs of special interest groups not specifically taken into account - the rights of disadvantaged groups are being fought for in Australia, but it tends to be a conflict model.

US examples may work where where more than 90% of students are in public education. Getting this support may be more difficult in Australia. Can the disadvantaged participate or does it need another generation of people to become better educated from those groups before they will have real influence.

Community houses were discussed as an example of an educational partnership which can help cater for people who won't always seek out educational institutions.

Relationships between schools and industry were discussed. What motivates the projects such as school-industry programmes in Victoria

School-industry projects are not "careers" work - but can give students a taste of the real issues in work, and make all learning seem more relevant.

Some concerns also expressed about the closer relationships between industry and schools- in terms of the "instrumentalist" view of education, and the need to expand students view beyond the local area.

Wednesday Discussion Groups had basically the same composition as the Monday Group the theme was "Partnerships: Towards a National Plan".

Group 1.

1. Broad based education - education vs vocational training, employers are also saying they want broadly educated young people not specific skills based
2. Participation is important, policies must be developed in consultation with communities - participation should be written into policies

Industry:
-should be involved but not on a financial basis but rather communication and flow of ideas - so the people being educated maintain control and power and do not lose out to industry.

Difference between formal and informal partnerships:
Bottom line of partnerships is individual contact. Often too much energy expended in formalising partnerships, do not always need financial resources.

It is important that at future conferences provision is made for international exchange of ideas. That it not be weighted / biased towards the Western way of education and that it be based on mutual benefit not self interest.

REPORTS FROM SPECIAL INTEREST GROUP ON TUESDAY 27TH SEPTEMBER 1988.

Special Interest groups were asked to identify:-
- * their special needs in education
- * how these needs could best be satisfied
- * establsh a series of goal statements
- * place priorities on those goals
- * prepare a recommendation to the Plenary Session on Tuesday.

EMPLOYMENT/WORK EXPERIENCE

Work experience - the purposes of work experience have not been clarified; or perhaps changed to meet the interests of particular participants.

Purposes could be:
1. a critical awareness of work-places.
2. a familarisation process for various industries
3. A step into the labour market, with the possibility of a job coming almost immediately from the experience.
4. Employee trialing by employers

A Fijian concept of work experience goes something like this. As well as Western education in schools, the schools, especially in communities in the interior. have programs to teach such skills as farming and carving etc. This applies not only to children, but also the school becomes a community development agency and helps parents in the process of developing these schools. This has been occuring over the past five years. The results indicate that the students "academic" progress has improved dramatically. Many are now going directly to large secondary schools; this has not been common before.

NEIGHBOURHOOD HOUSES

Neighbourhood houses have a huge role to play in helping general community to access technological education necessary to make informed decisions about the future of technology.

To do this properly we need good staff development
- * educating people to come to realise that education is lifelong.
- * overcoming barriers
- * establish a welcoming profile
- * defining roles of Neighbourhood Houses.

Recommendation

Goals: NOW * establish a welcoming profile for neighbourhood houses.
- * provide good quality technological education to the community
- * provide good staff development within the industry.

SCHOOLS

- Tendency to more control by teachers, less input from students from grade 1 to 12 because of external pressures (Govt, social, tertiary entrance etc.)
- Some community involvement in science curriculum development but limited by community knowledge and confidence
- Science still taught formally, particularly at Grade 11 and 12 and student enrolments dropping - little hope

Recommendation.
Life long education implies perhaps an education system organised along curriculum lines and not on age lines (K-12 etc.) Implications of this.

ADULT EDUCATION/LITERACY.
Funding: 1. inadequate
2. submission writing/lobbying/awareness raising is time consuming and detracts from effective provision.
3. Literacy is a community issue - programs need to be joint e.g. community/TAFE ventures. Implications: a sharing of power.
4. Adult Literacy programs are willing to be evaluated and accountable just as any other program.
5. Mutuality of benefit - ensure that funding/resource partner gets something out of the deal.

Institutionalisation :
Adult Lit programs based in Institutions are more expensive than communty based. Ther are less personal more threatening.

Difficulties in developing countries:
eg Papua New Guinea - 700 languages.

New Literacy: apprenticeships
diagrams/visuals
computer
higher level literacy (tertiary, return to study, workplace)

What do we need: 1. Recognition
2. Funds to provide - teachers
tutor trainers (& hence more tutors)
venues,equipment,resources
visiting speakers to visit country areas.

Recommendation:
Adult literacy must be recognised as a basic educational right and therefore must receive funding to provide programs in the most effective manner possible to all adults who wish to improve their literacy skills.

UNIVERSITY COLLEGE.

The small group took up some of the major issues presented to us by Professor Lowe.

The implications of the assertion that today's students need a broad general education, which gives students the qualities of flexibility, adaptability etc, was discussed. The importance of the humanities, social sciences ansd science in developing these qualities was agreed upon but it was generally felt that the rhetoric on these areas is easier to generate than the specific elements of curriculum inclusion or exclusion. An important consideration here is that the PROCESS of a curriculum area is perhaps more important than the PRODUCT. The notion that RELEVANCE is not an absolute concept but a relative one was discussed. The question "relevant to what?" can generate many possible responses. There also seems to be a lag factor in the broader communities acceptance of this notion of a general education even though leading academic, management and union spokespersons ae recommending it. This will be crucial if appropriate funding for courses which are unashamedly general in nature is to occur.

At the tertiary level it is possible that in-house training within private companies could lead to the awarding of some formal qualifications. Universities and Colleges have a role to play in assisting corporations to maintain an objective and educationally sound framework for their in-house courses.

Many books talk about educating children to cope with the future but they are short on the detail of how to achieve this. Perhaps the generic skill of "problem solving" is a major contributor. Providing students with the opportunity to plan their own learning or parts of it (eg an assignment) also provides students with the opportunity to exercise their own initiative.

There is still a place, of course, for the expert teacher to sketch out some form of cognitive map for the student as a starting point to further student learning.

SPECIAL INTEREST GROUP ON THURSDAY 29TH SEPTEMBER 1988.

The groups were asked to identify goals that were established on Tuesday which required action now or in the near future, and to develop strategies for partnerships to fulfill these goals.

Recommendations were also invited to the Final Plenary Session.

NEIGHBOURHOOD HOUSES.

Participants from the Neighbourhood House sector identify with the problems raised by Dr Tupeni Baba.

Neighbourhood houses have been and some still are, at similar stages of development (albiet on a much smaller scale), of being usurped or over shadowed by a large, well funded further education institution.
On the other hand some have developed close relationships with such institutions, and have forged strong co-operative partnerships.

Consequently we recommend that the Commonwealth Government re-evaluate its policy based on the Jackson Report to ensure that the independence of the Universities of the South Pacific regions is not undermined.

ADULT EDUCATION

Social Justice and Economic strategy - how to interpret it all?

* access for educationally disadvantaged versus economic rationalism.
* need to improve the status of Ad.Ed (has the emphasis on womens study needs had the effect of marginalising Ad.Ed?)
* vocational vs non-vocational - who knows?
* changes begin at the local level where mutual benefits are made obvious
* dangers of formally channeled representation - who speaks for whom?
* new technology - distance learning what will this mean?

Guaranteed -Free primary and secondary education
Free initial vocational education
Free education at all levels for people who can't afford to pay.

CONTINUING PROFESSIONAL EDUCATION and HIGHER EDUCATION.

1. Programs
2. Research
3. Research and development
4. Training
5. Inter- professional communication.

PLENARY SESSION THURSDAY 29th SEPTEMBER.

The following comments are recorded from the Tuesday 27th Plenary Session.

How to deal with what is wrong - all is presented as great which equals frustration.

Lesson - sometimes we are in a position where we learn without being taught

Politicans do not support the kinds of partnership processes we are talking about neither do the bureaucrats - this causes frustration - the Queensland bureaucrats did come to the conference.

Private universities - how does the government see its responsibilities?

Community education is at the mercy of the political push - when it is identified with votes it is up but when not in power it is down. The frustration experienced amongst providers is depressing. We need to develop stronger support systems.

Competition between service providers and teachers for resources sapp energy and cultivates an unsupportive environment, this is a contradictory stance.

In Victoria there is a co-operative relationship between departments. Service providers make decisions about allocation of resources.

Resources are in the community, they are there for sharing if we have the networks. Lets stop being so dependant on government handouts , lets band together to develop and share resources.

One-sided partnerships - government dictating terms of resources.

Look, listen speak. But before speaking learn to see and listen. Multicultural group went into the park to escape the academic structures and regenerate in the sun.

The young group from the South Pacific Islands felt overwhelmed and overpowered by the conference.

Some have said that there isn't enough contribution from the Pacific island group.

Community education is inherent in pacific cultures - the family is the basis for learning for all people. Their experience is totally outside the structure presented in the lectures and workshops in this conference.

Terms like community have a different meaning for Pacific Island people. The conference has presented an overdose of white Australia/NZ intrepretations.

Different concepts, values, interpretations.

Are we going to go out like missionaries and tell people how to communicate when we have stuffed it up.

We want to talk to each other and share understanding, insight and experience. Can we not learn to help each other without the formal structure and presentation.

We have the Pacific islands over a barrel. If you want to transact in the economic world you have to play by our game.

How do we pass on to our children the culture, traditions and values while surviving in a world which has values quite the reverse of ours?
A balance of threats may be the answer.

I tried to define community and to examine the assumptions in terms of the Pacific Island Nations. What does community mean - family groupings, village. Community a cosmopolitan concept of groups bound together by a common interest creating a nation. Common interets and common differences.
Community education is a different kind of education. A responsibility to keep together the wisdom, magic of the culture.

Professional people are trained in a different kind of responsibility. Those in traditional communities will have to make the choice of whether they will stay or leave to become part of the modern community. Not that we ignore or neglect them because they are still for us. Professional people have to make a deliberate choice - traditional life or modern world.
There is no turning back, the world is getting smaller.

Blend the aspects of traditional past with modern world - we should seek the best blend.

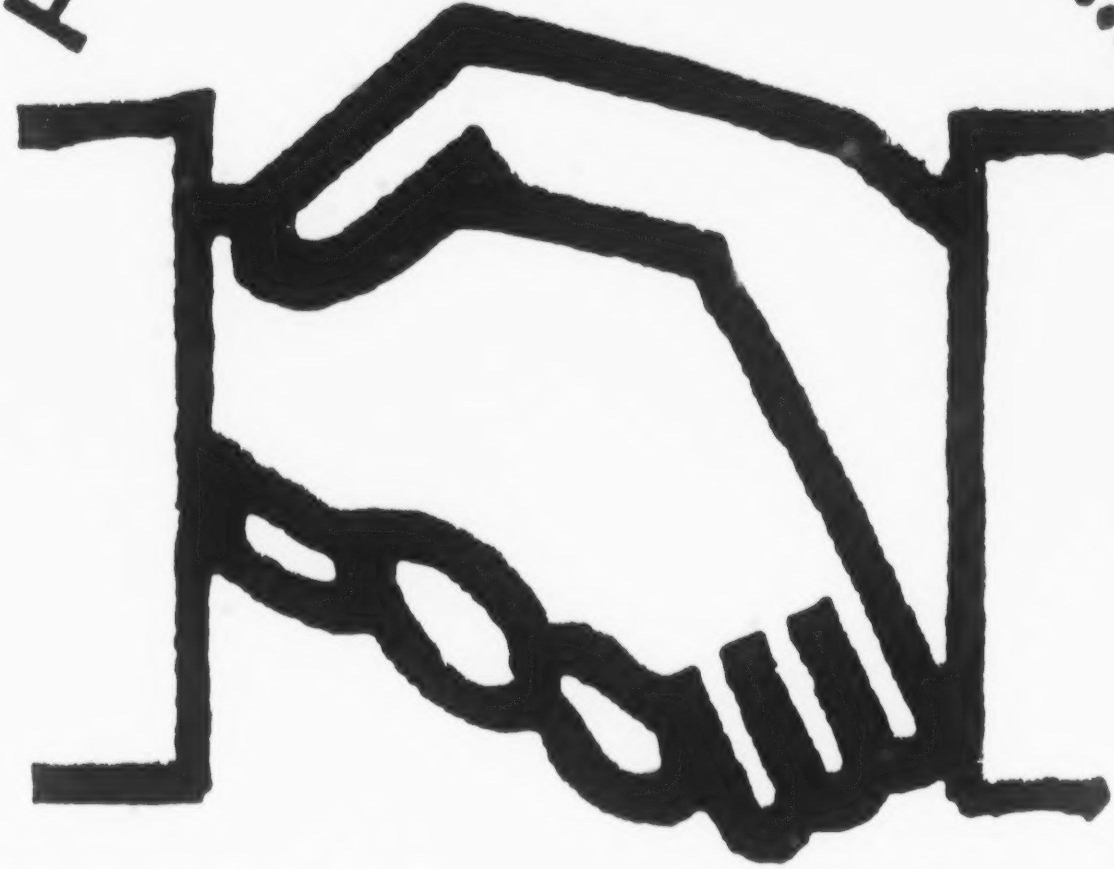
I have lived in an area where neighbours women with children, have no contact with each other.
I have been involved in developing a neighbourhood house with the aim of fostering community development and to develop in that community a sense of neighbourliness and caring. Thats hard work.

For me community, the philospohy is anthropocentric.
But community is a life community because I am not more important than a frog, a tree, a rock. We must look at education from an anthropocentric point of view - the relationship between humans and their environment.
I was put down by people in two workshops who wanted to make me feel like a foreigner. That I was not Australian. I am Australian. I am a citizen of Australia, of New Zealand, of Christchurch, of Caracas, of South America.
Why not take our conferences to a little Pacific island where we can see and experience the life of people living in a Pacific Island community.
We would learn from the old people of these lands, learn their wisdom.

I have been frustrated because the experts put up the front of the stage, the so called experts, have been white middle class men. The real experts are the excellent people who ran the workshops, Tomas and Laura. This afternoon we had the best possible workshop, with a real expert and Laura has areed to share her talents with you.

The conference is yours - if you want it to have special elements, ask for them - you can make the conference what you want it to be.

PARTNERSHIPS....



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